

SAA IN FNS MANUAL

Tasew Abinet;Addisalem Berhane;Feteh Demmelash;Mekbib Hilegebrile;Meseret Demissie;
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Social Analysis and Action (SAA)

In Food and Nutrition Security
Programming



A manual for addressing gender and social norm barriers
to promote gender transformative changes in Food and
Nutrition Security (FNS) Programming

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DECEMBER, 2018

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The Pathways to Empowerment Program in Ethiopia was a unique opportunity as it focused on learning generation, best practice documentation and cross-program sharing. Among other things, the SAA in FNS manual idea was born out of learning the gender transformation initiatives of the Pathways Program in six countries and that of CARE Ethiopia's FNS programs/projects. The relevance of SAA in FNS programming was considered by CARE International globally and by CARE Ethiopia specifically. This is reflected through the development of toolkits, guidelines and manuals. The global team in 2017 developed the "Social Analysis and Action for Food and Nutrition Security (SAA-FNS): CARE Food and Nutrition Security: A Toolkit for Addressing Gender, Power and Social Norms" and the 2018 "Social Analysis and Action Global Implementation Manual" which included sector-specific guidance for SAA tool implementation. In 2014, CARE Ethiopia through the GRAD I and FSF projects also produced "Social Analysis and Action (SAA) for Food Security Programs: Facilitation Manual". These initiatives served as a spring board for this comprehensive manual with special emphasis on domains of change for women's empowerment in agriculture.

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Abinet Tasew, Technical Advisor for Gender and Livelihoods,

Addisalem Berhane, Social Transformation and Gender Advisor,

Feteh Demmelash, Gender and Social Transformation Advisor,

Mekbib Hilegebrile, Nutrition Advisor

Meseret Demissie, Program Manager

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If you have questions on this module, please contact:

Abinet Tasew Email: abinet.tasew@care.org

Graphics and layout

Graphics, illustrations and layout for this manual were designed and completed by **Kidist Bansa**

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1

Background

1. Background

This manual was part of the Pathways to Empowerment Program's hybrid model development of integrated approaches for gender transformative food and nutrition security programming in Ethiopia based on best practices from CARE Ethiopia and other Pathways to Empowerment Program Country Offices. The Pathways to Empowerment Program is a six-country program (Bangladesh, Ghana, India, Mali, Malawi, and Tanzania) that builds on and is inspired by the vital roles that women around the world play in smallholder agriculture, meeting the food needs of their households and communities, and contributing to development and growth. Ethiopia joined during the bridge grant period of April, 2016 - December, 2018. The Pathways program is funded by the Bill and Melinda Gates Foundation. The goal of the program is to increase the productivity and empowerment of women small-scale farmers in more equitable agriculture systems at scale. The objectives of Pathways includes increasing the productive engagement and empowerment of poor women farmers; enhancing the scale of high-quality, women-responsive agriculture programming and contributing to the global discourse surrounding women and agriculture.

Gender is one of the core domains of change in the Pathways to Empowerment Program. The gender dialogues in other Pathways country offices and the Social Analysis and Action (SAA) in CARE Ethiopia formed the hybrid gender transformative approach which is SAA in FNS for CARE Ethiopia. As the gender dialogue and the SAA approaches are similar in the result they are set to promote, it was believed that the tested SAA approach both in Food Security and Sexual Reproductive Health programs could make use of the gender dialogue's emphasis on the interrelated required behavior changes per season (pre-sowing, sowing/weeding, vegetative stage, harvest, and post, harvest). By implication, this constitute the different domains of change for women empowerment in agriculture.

The Pathways gender approaches analysis proposed the use of five domains and respective indicators of Women's Empowerment in Agriculture (decisions about agricultural production, access to and decision-making power over productive resources, control over use of income, leadership in the community, and time use) as stated in the 2012 Women's Empowerment in Agriculture Index (WEAI) that was launched by IFPRI, Oxford Poverty and Human Development Initiative (OPHI), and USAID's Feed the Future. The WEAI is proposed as it is the first comprehensive and standardized measure to directly capture women's empowerment and inclusion levels in the agricultural sector. Also two more domains (GBV and HTP Prevention and Support, and Family Planning) were included based on CARE Ethiopia's SAA minimum Standards. Later, the manual compilation and development team's reflections on practical experience resulted in two additional domains (Women as farmers, and gender for introductory session). Another major suggestion was that any agreed upon domain will have a custom indicator for nutrition. Accordingly, agreement was reached for the module compilations and development to be as per the aforementioned nine domains of change and respective indicators which will finally

contribute to CARE's Women's Empowerment Index (WEI) which was adapted from IFPRI's Women's Empowerment in Agriculture Index and CARE's global indicators for FNS.

The idea of compiling and developing SAA training modules per indicators of the nine domains of change for women empowerment in agriculture is inspired by the Outcome Mapping theory that promotes envisioning the change communities would love to see and the progressive steps that comprise the causal pathway to get there. By unpacking the domains of change through indicators, we are envisioning the change we love to see. By preparing a module/modules for an indicator to promote the behavior change we aspire to instigate through our programs, we are clearly envisioning the small steps we will need to take. Please see annex 1 for the process of manual compilation and development.



**TICKETS ARE
AVAILABLE
HERE**

2

Introduction to the SAA in FNS Manual

2. Introduction to the SA Manual in FNS

2.1 The SAA in FNS Manual¹

Social Analysis and Action (SAA) is one of CARE's models for supporting gender and social norm barriers transformation. It is a community-led social change process through which individuals and communities explore and challenge social norms, beliefs and practices around gender that shape their lives. SAA uses participatory tools – some developed by CARE and some borrowed from others – to achieve the long-term goal of empowering vulnerable communities through the advancement of equitable gender, social and power norms.

This manual provides ready to use modules for SAA implementation in FNS programming to explore and challenge the gender and social norms that impact the achievement of development goals. This manual is rooted in CARE's experience of implementing SAA across the globe which has shown that SAA can promote gender equality across a range of sectors beyond sexual and reproductive health (the sector in which SAA was originally developed). This manual contains context-specific modules to help implement the global guidance on SAA's implementation across sectors including in FNS.

2.1.1 Who can use this manual?

This manual is prepared for gender and social norm transformation interventions of current and new FNS programs/ projects of CARE Ethiopia and its application will be context specific. As the modules are ready to use, projects will only need to understand their scope and choose from the modules for adopting and translation into respective local languages. The manual will also be useful for global gender and social norm transformation initiatives through FNS programming. Considering the fact that SAA is one of the approaches for the She Feeds the World programmatic framework, this manual can be adapted and implemented for all FNS portfolio projects. The manual also serves as a practical resource for others involved in the design, management, monitoring and evaluation of projects that use SAA to achieve gender transformation in FNS programming.

¹ Adapted from: CARE. (2018). *Social Analysis and Action Global Implementation Manual*. P. iv-vi.

Users of this manual should note the following:

1

SAA is not designed to be a stand-alone project or intervention. It is a model for gender transformation that should be integrated into sector-focused programs.

2

It is not mandatory to use all of the tools/modules in this manual. Tools/modules here provide a “menu” of options for SAA practitioners to choose from based on their project’s/program’s OBJECTIVESs, target audience, and community context. Practitioners are encouraged to adapt the tools/modules provided here and introduce their own – be flexible and creative!

3

A gender and power analysis see (**Section 5**) should precede use of SAA model to inform the selection and adaptation of tools chosen for dialogues.

4

“Do no harm” principles should be applied in implementing SAA to avoid negative consequences that may emerge when sensitive issues are raised and challenged.

5

SAA is based in critical reflection and dialogue and encourages self-reflection among participants. Creating a safe space for reflection and dialogue is central to SAA.

6

Participants should never be obligated to take part in any activity or share anything that they prefer to keep to themselves.

7

All programs – no matter the sector-focus or outcomes – should recognize and address GBV when reflecting on gender, social, and power norms.

2.1.2 How to use this manual

This manual has been divided into four sections.

SECTION 1

Provides background information about the manual development including the process and guidance for its implementation.

SECTION 2

Provides an introduction to SAA.

SECTION 3

Outlines the processes and steps of the SAA cycle.

SECTION 4

Provides modules for implementing SAA in FNS Programming. The modules are designed/compiled to address nine major domains of change for women's empowerment in agriculture and these are Gender, Production, Resources, Income, Leadership, Time, Women as Farmers and Value for their Triple Roles, GBV and HTP Prevention and Support, and Family Planning.

SECTION 5

Provides guidance on monitoring, evaluation, and learning (MEL) for SAA. Finally, annexes provide the list of Women Empowerment and Gender Equality Domains and Indicators Description for SAA in FNS Programming that are central to this manual development and Recommended SAA in FNS Programming Implementation Mechanism.

2.1.3 Gender and social norms

A social norm consists of one's beliefs about what others do, and by one's beliefs about what others think one should do. Social norms are, in turn, influenced by existing structures of power that make social and gendered roles seem factual. Social norms are maintained by social influence – that is, by the anticipation of social approval or disapproval for one's actions. Norm-breakers may face social backlash, such as losing power or status in a community. An example of a social norm in some cultures or situations is waiting in line for service. People wait in line for service because

- 1) They expect that everyone around them will do so,
- 2) They expect that others expect them to do so, and
- 3) They expect a negative reaction from others if they try to skip the line.²

² Applying Theory to Practice: CARE's Journey Piloting Social Norms Measures for Gender Programming. Copyright 2017 Cooperative for Assistance and Relief Everywhere, Inc. (CARE). Used by Permission.



We wait our turn because others do

... And because it is expected others would disapprove of cutting in line

In this manual, both gender and social norm barriers are discussed and each SAA tool suggested per respective modules presents suggestions and options for different norms to focus on during the activity. Guidance for choosing which norm to address through SAA is also provided in (**Section 5**), Gender and Power Analysis.



3

Social Analysis and Action

3. Social Analysis and Action³

3.1 What is SAA?

SAA is a facilitated process through which individuals and communities explore and challenge the social and gender norms, beliefs and practices that shape their lives and are at the root of the development problems that CARE seeks to address. Initiated in 2004, SAA has been applied in more than 20 countries to CARE projects addressing diverse development and social justice issues, supporting CARE's global commitment to gender equality and women's voice.





As a constantly evolving change process, the core elements driving SAA are:

1. Reflect	2. Challenge	3. Explore	4. Learn
To create understanding of how social and gender norms influence health, women's economic empowerment, food security, nutrition, and GBV.	Norms by taking concrete steps to address health, food & nutrition security, economic empowerment & other social issues through a reflection-action cycle, supporting changes in individual attitudes & social norms, leading to greater gender equality in households, communities, & society.	By envisioning alternatives based on a realization of the negative effects norms have on wellbeing and development outcomes, and moving towards alternative ways of thinking and behaving.	How gender, social, and power norms shape perceptions/expectations of others and ourselves and influence decisions and behaviors.

³ Adapted from: CARE. (2018). *Social Analysis and Action Global Implementation Manual*. P. 2-7.

3.2 Why SAA?

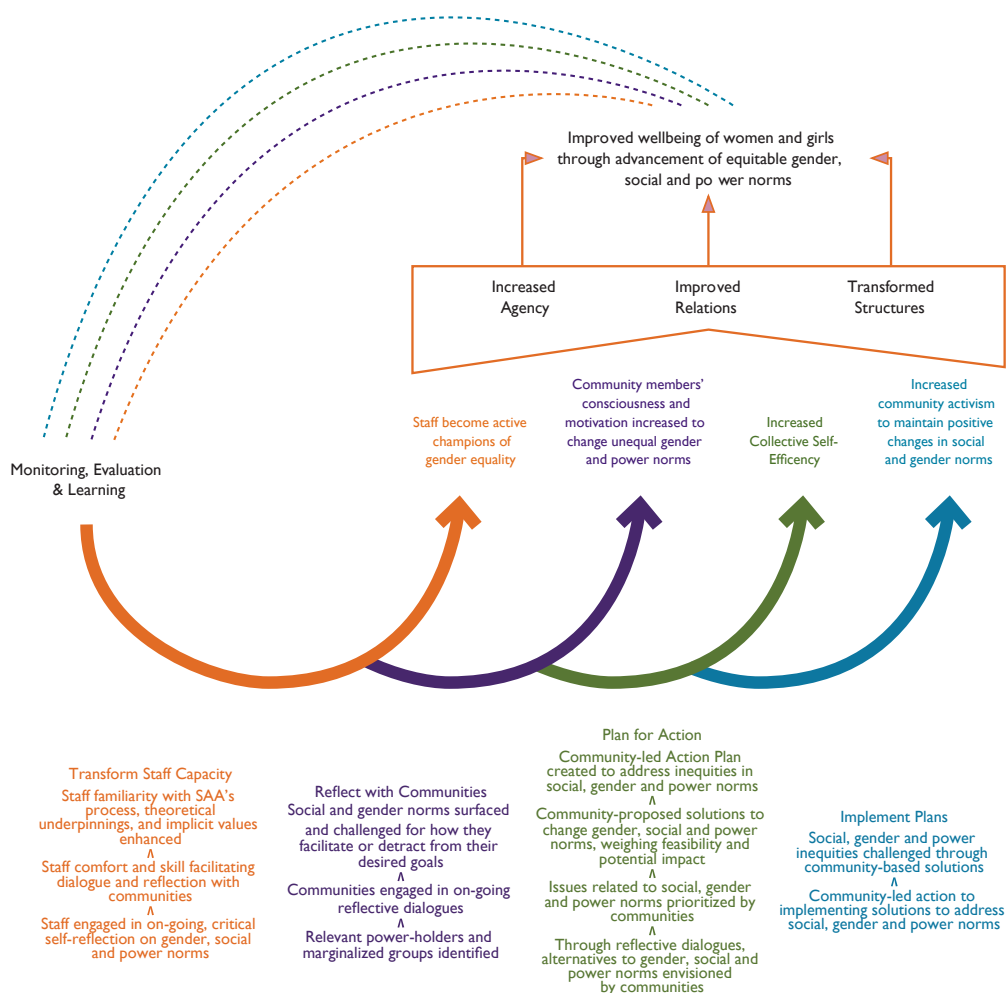
The key principles of SAA that differentiate the model from other community-based reflection and change methodologies are as follows:

			
Gender transformation	Sexual Reproductive Health as a cross-cutting issue	Personal transformation among implementers	Community-led action
<p>SAA challenges harmful gender roles and relationships that negatively impact development outcomes and wellbeing. It can enable women, men, girls, and boys to collectively envision alternatives and take action for a gender equitable household and society, transforming the underlying, broadly-held norms that perpetuate gender inequality.</p>	<p>Freedom to exercise our sexual and reproductive rights is an important part of gender equality. Sexual and reproductive rights enable a person to choose if, when, and with whom to have sex; if, when, and who to marry; and if, when, & how many children to have. While these issues are usually addressed within SRHR programming, SAA recognizes that Sexual Reproductive Health heavily influences crosscutting gender, social, & power norms and is thus relevant to all sectors.</p>	<p>Through staff transformation, SAA implementers also participate in critical self-reflection and dialogue to examine their own behavior and values to understand how these influence their work and lives. Staff members' own reflective practice also supports capacity building for facilitating dialogue on sensitive issues to ensure that they do not reinforce gender stereotypes & power inequities.</p>	<p>In SAA, community members lead their own actions to challenge & change inequitable norms. While other approaches also identify development issues, not all approaches address underlying causes. By enabling communities' own identification & action to challenge root causes, SAA facilitates sustainable change in individuals & communities, creating an enabling environment for gender equity & women's empowerment.</p>

3.3 Theory of Change for SAA

The SAA theory of change (TOC) demonstrates the process, relationships, and components necessary to achieve the long-term goal of SAA: empowerment of vulnerable communities through the advancement of equitable gender, social, and power norms. The gender-transformative change that SAA aims to facilitate can be examined across three key domains that are the basis of the SAA TOC as well as CARE's Gender Equality Framework, represented in the below figure as the model's intermediate outcomes.

- 1. Agency:** individual or collective capacities (knowledge and skills), attitudes, critical reflection, assets, actions, and access to services;
- 2. Relations:** the expectations, cooperative, or negotiation dynamics between people in the home, market, community, groups and organizations;
- 3. Structures:** informal and formal institutional rules and practices (norms, recognition and status).



Using the Gender Equality Framework as a basis for the TOC, we must understand that all steps in the SAA process contribute towards increasing agency, strengthening relations, and transforming structures to achieve improved wellbeing across sectors. Similarly, agency, relations, and structures are not enhanced unless all four immediate outcomes are achieved, thus stressing the interdependency of the steps in the SAA process as detailed below.

Staff transformation is the foundational step of SAA that should be initiated before the other SAA steps; however, it is also a continuous process that occurs throughout implementation. Through ongoing, critical self-reflection on gender, social, and power norms, staff members increase their own understanding, comfort with the topics, and their skills for facilitating dialogue on gender and social norms. This regular reflective practice results in staff members increased familiarity with SAA's process, theoretical underpinnings, and the model's implicit values of gender equality and women's empowerment. Increased individual capacity of staff opens spaces to act within programs and their personal lives, enabling **them to become active champions of gender equality**.

While **reflecting with communities** must commence after staff transformation has begun, it is similarly a continuous process throughout program implementation. This can be understood through the immediate outcome associated with this step: **individuals' and communities' consciousness and motivation increased to change unequal gender, social, and power norms**. Increasing understanding and critical reflection is not possible in one session or day, instead it should be a continuous process of growing capacity, awareness, and motivation for individuals and groups. Before choosing which modules/tools to use to address gender, social, and power norms during reflective dialogues, teams must first identify the most relevant norms by engaging community groups who are most negatively impacted by these norms. Then program teams identify power holders that hold and influence these norms by conducting gender and power analysis (See **Section 5** for details). Through reflective dialogues with target groups and power holders, social and gender norms are surfaced and then critically assessed for how they contribute to or undermine shared goals and desires.

This critical reflection by community members is crucial for turning motivation for change into community-led action as these dialogues also offer the opportunity to envision alternatives to the current state of affairs. In the **plan for action** step, community members must first prioritize the issues they wish to address and then propose solutions to those prioritized concerns. CARE's role in guiding the planning process enhances the capacity of community members to weigh the feasibility and potential impact of the proposed solutions. The planning and decision making at a group level is a community-led process. This joint planning process is a reflection of relationships fostered through dialogue, further increasing both individual and **collective efficacy**. When communities **implement plans**, social, gender, and power inequities are challenged through **increased community activism to adopt and maintain positive changes**.



Finally, these on-going processes provide opportunity for **monitoring, evaluation, and learning**, including programs' understanding of SAA's contribution to the enabling environment (i.e. gender equitable norms) but also programs' ability to learn from and adapt to the sources of strength and opportunity already existing in communities.




3.4 Do No Harm and SAA

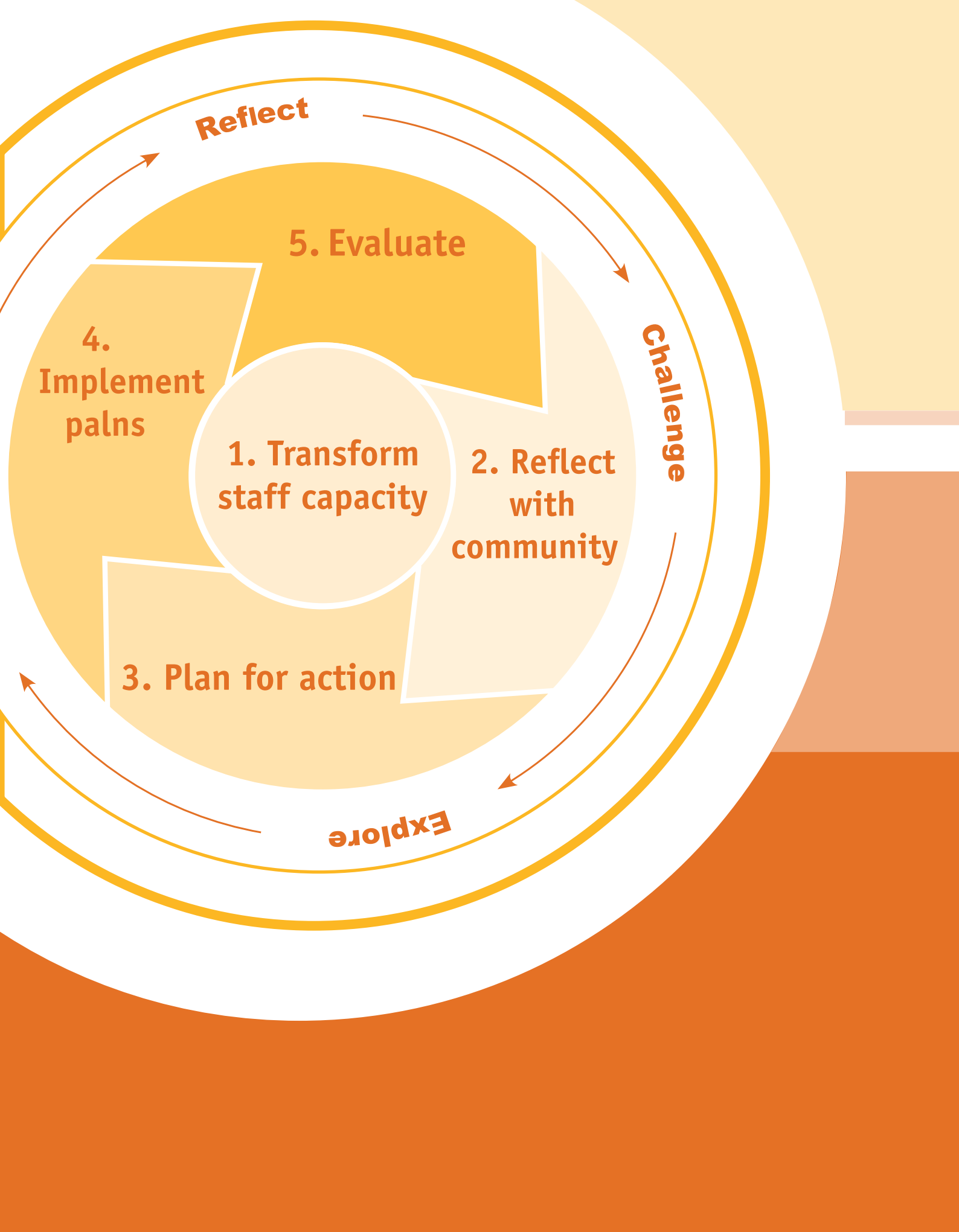
The principle of “do no harm” means that those undertaking research, projects, or providing services, should not cause harm – intentionally or unintentionally. This includes harm caused by individual development actors, processes and projects that are implemented in communities by CARE, partners, and peer organizations. “Harm” can mean a range of things, including physical, emotional, or sexual violence, denial of basic human rights (i.e. access to education, political participation), social exclusion or stigmatization, and damaging local resources.

Harmful effects are often unforeseen and unintended: well-meaning individuals or organizations can easily make mistakes. Harm can be avoided through careful consideration of the complexity and sensitivities around the gender, social, and power norms that SAA addresses. This understanding of both the context and the impact of SAA on individuals and communities is the practice of “do no harm.”

The following is a checklist of minimum standards for ensuring that programs using SAA do no harm. If CARE and partners cannot ensure that the following steps are fulfilled throughout implementation, the use of SAA should be reconsidered:

	<p>Transform staff capacity</p> <ul style="list-style-type: none"> • Ensure program staff have a strong understanding of perceptions and attitudes about gender, social, and power norms in the local context – including forms and prevalence of GBV, even if this is outside the programs’ explicit goals and objectives. This can be achieved by conducting a gender and power analysis at the start of the intervention (see Section 5 for further guidance).
	<p>Reflect with communities</p> <ul style="list-style-type: none"> • Before facilitating critical reflective dialogue with communities, complete a gender and power analysis and use the findings to tailor tools/modules and processes to the context. • Facilitate reflective dialogues using non-judgmental, locally appropriate language. • During SAA discussions, participants often choose to share personal stories or experiences. Facilitators should remind participants that sharing personal information is voluntary and that this type of information should be kept confidential. However, as confidentiality cannot be guaranteed, no one is obligated to participate. Participants <i>must</i> be given the ‘right to pass’; to skip any question or activity that they are not comfortable with.

	<ul style="list-style-type: none"> It is likely that GBV will be discussed by participants during the course of reflective dialogues. If a participant discloses an incident, facilitators should be ready to listen & provide a referral to services for the survivor where available.
	<p>Plan for action</p> <ul style="list-style-type: none"> It is important to plan for potential risks, including action to be taken if faced with strong opposition, or if children at risk of harm are identified. An awareness of the political situation, degree of press freedom, and government approach to human rights is important. Any potential risks to the facilitator and the team should also be discussed at this stage. Understand how ready the community is to change gender, social, and power norms addressed through SAA, and adapt the use of SAA accordingly. During planning, start with 'less sensitive' gender norms (such as household division of labor) before attempting to address 'more sensitive' gender norms (such as violence against women).
	<p>Implement plans</p> <ul style="list-style-type: none"> Ensure that change is locally led, particularly when groups take action to challenge harmful norms. Change initiated through SAA must be based on local knowledge and visible local leadership. Where possible, facilitators should help groups identify stakeholders and allies to support their actions. If groups choose actions that might cause harm – to either SAA participants themselves or other community members – facilitators should alert project managers and work with the SAA group participants to identify appropriate actions to mitigate risk. For instance, if SAA participants choose to exclude married adolescent girls from the program's activities to dissuade parents from marrying their daughters early, this will result in married adolescents' exclusion and possible stigmatization. CARE staff and facilitators can work with SAA groups to celebrate appropriate age of marriage while not excluding those who either cannot or are not ready to adopt the positive behavior.
	<p>Evaluate</p> <ul style="list-style-type: none"> SAA implementers – including field-level facilitators and coordinators – should monitor how SAA groups' dialogues and actions are developing, providing guidance to SAA participants if there is a potential for harm. All programs employing SAA should monitor and evaluate changes related to GBV. <u>CARE's guidance for GBV Monitoring and Mitigation with non-GBV Focused Sectoral Programs</u> should be referenced for monitoring and evaluation tools, processes, guidance, and ethical and safety considerations.

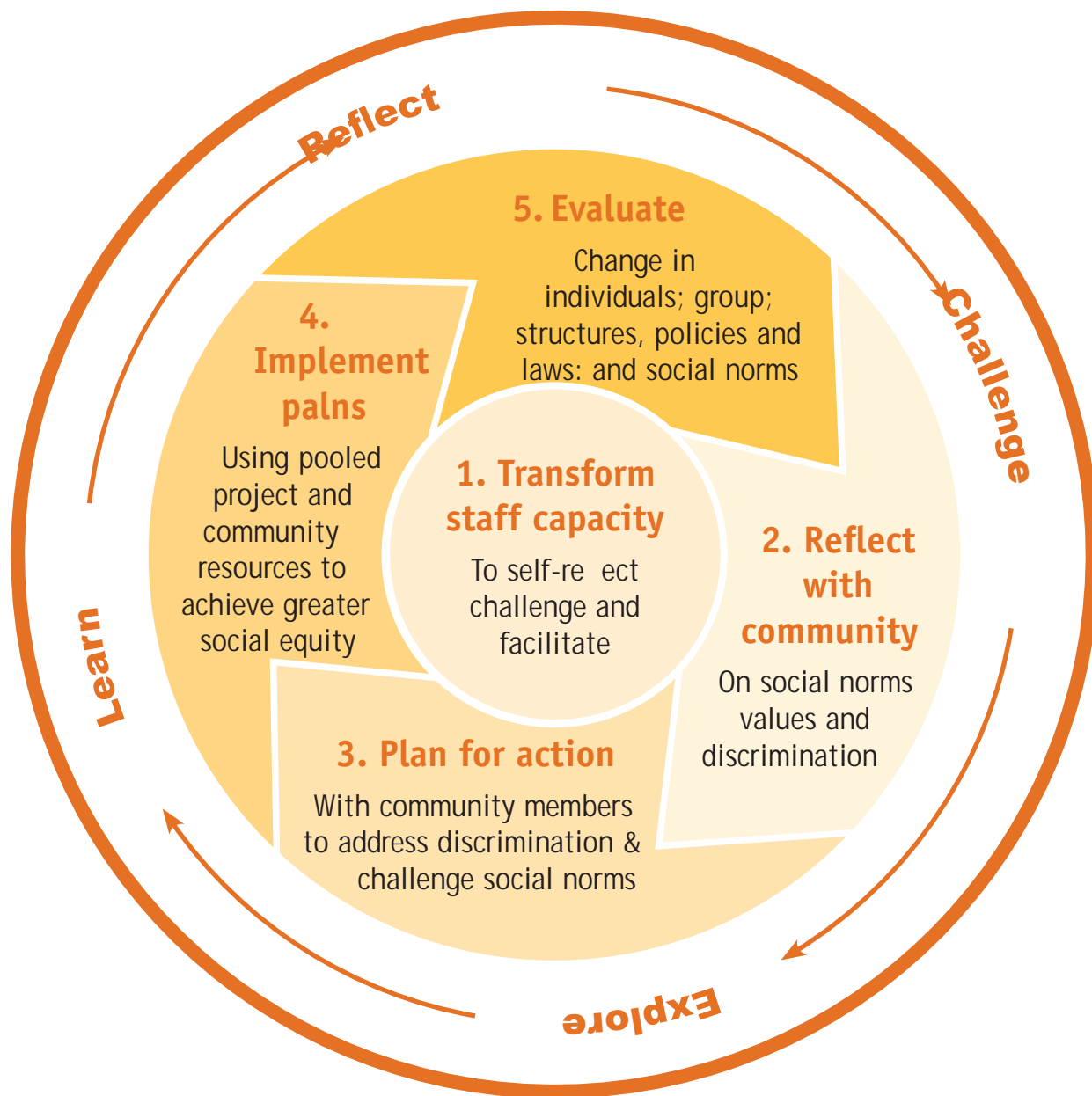


4

Steps in the SAA Process

4. Steps in the SAA Process⁴

The core elements of SAA discussed in (Section 2) form the outer layer of the SAA process cycle, while the five steps below form the inner circle of the SAA process cycle. The last step, evaluate, is discussed in (Section 5) of this manual.



⁴ Adapted from: CARE. (2018). *Social Analysis and Action Global Implementation Manual*. P. 9-14.

4.1 Transform Staff Capacity

Beliefs, attitudes, and values of staff are shaped by the societies they live in – just like the people in the communities where development programs operate. As seen in the TOC, SAA begins by transforming the capacity of program staff members. This continues throughout the process cycle. It usually begins with the staffs' own capacity transformation, which is a continuous process. This process usually begins with training-of-trainers for SAA with program staff.

In SAA, staff transformation has two core elements:

Self-reflection

Development workers unconsciously hold biases and beliefs they've learned through their own socialization processes. Self-reflection encourages them to become aware of and address these so that they do not reinforce or perpetuate these stereotypes while facilitating the SAA process.

Building skills to facilitate critical reflection and dialogue (CRD)

Staff members' own reflective practice helps increase their confidence and comfort talking about and facilitating discussions about gender, power relations and other social norms that are usually taboo. CRD enables individuals and communities to question and, challenge restrictive norms, envision alternatives, and act together to shift norms.

THE PURPOSE OF TRANSFORMING THE CAPACITY OF THE CARE STAFF IS THREE-FOLD:

1. Strengthen capacity at individual level

To reflect on one's own biases and beliefs that influence work, enhance comfort with talking about sensitive issues, and build comfort with new perspectives and ideas.

2. Build staff, partner, and organizational capacity

To facilitate the SAA process, use SAA tools, and critically analyze issues for SAA implementation.

3. Continuously strengthen the SAA process

To explore new themes that arise from community dialogues, refine approaches, and adapt tools.

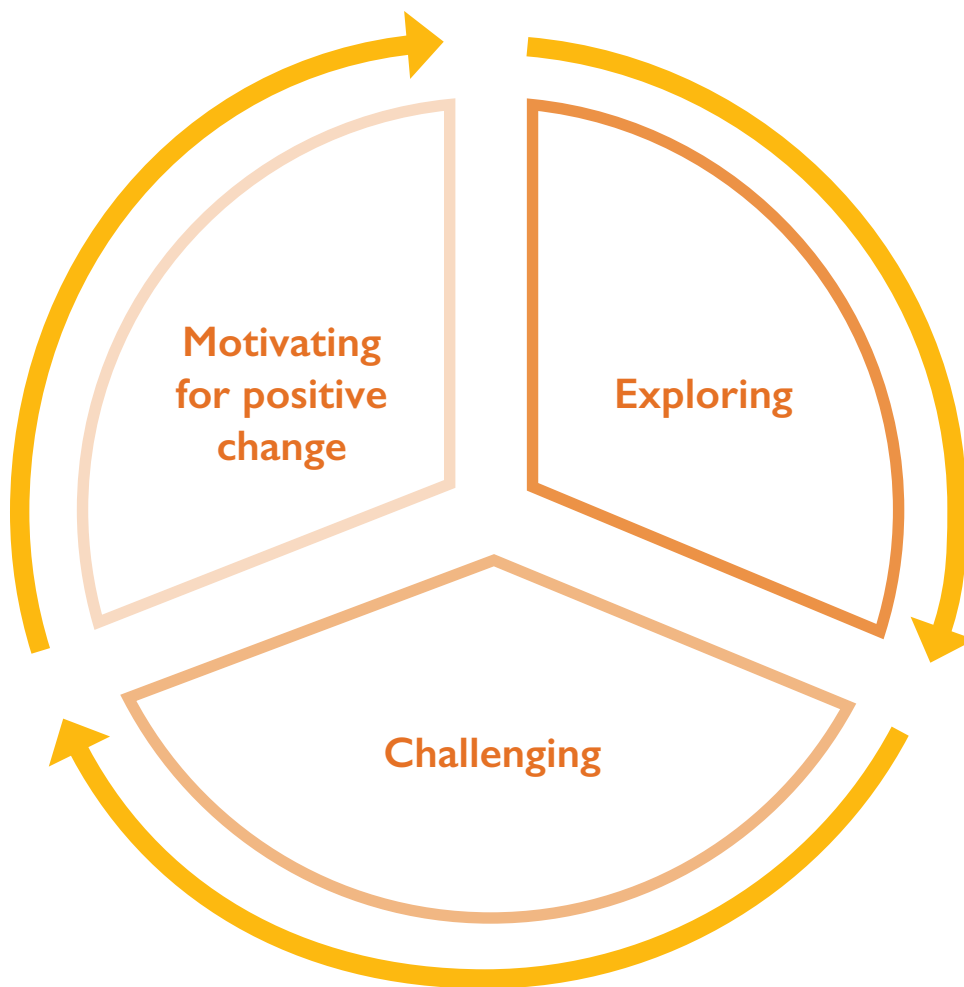
Because SAA aims to challenge deeply held and accepted gender norms and stereotypes, implementing SAA requires core communication and facilitation skills to lead communities through CRD on sensitive social topics. Key SAA facilitation skills include:

		
Creating welcoming inclusive, and respectful spaces	Building trust with colleagues and the community	Encourage interaction and exchange amongst participants
		
Respectfully managing different points of view	Avoid using messages but instead use probing skills to prompt critical thinking	Managing conflict and tension over sensitive issues and deeply held beliefs
		
Active listening, inviting everyone to speak up, not interrupting	Withholding judgment and not discouraging opinions	Summarizing dialogue and emphasizing key points

4.2 Reflect with Community

Reflect with community, the second step of SAA, is a continuous process of exploring the underlying causes of gender, social, and power norms. SAA uses participatory tools to facilitate CRD to surface the root causes of development challenges related to gender and social norms. While the specific issues will differ across contexts, they should all be linked to gender, social, and power norms.

Reflecting with community involves three phases: Three phases to community reflection



Explore:

A gender and power analysis engages communities in identifying the gender, social and power issues that negatively impact development outcomes. Discussions should take place in a safe space and facilitators should not be judgmental of community members' thoughts, beliefs, and practices.

Challenge:

Through discussing and exploring the identified norms, community members recognize that some values, customs, beliefs, and behaviors negatively affect their wellbeing and development. SAA facilitators guide participants through this sensitive process, asking probing questions to enable community members to reflect upon who is affected by inequitable norms, how they are affected, and what negative consequences this has for individual and community wellbeing.

Motivation for positive change:

Through recognizing how gender, social, and power norms can negatively affect development and wellbeing participants begin to envision positive alternatives.

4.3 Plan for Action

Planning for action is a vital step in turning motivation for change into individual and collective action for sustainable transformation, centering around communities' own identification and prioritization of practical actions to challenge gender, social, and power norms. Multiple issues may have been addressed during SAA dialogues, such as women's workload, decision-making power within the household, and unequal distribution of food among family members. After these dialogues occur, participants can choose if and how they want to take action on one of these issues.





SAA facilitators help communities move through the planning process by understanding whether actions will influence change, who will participate in the actions, and the barriers to implementing actions and the changes communities seek. For instance, SAA participants may identify speaking to the religious leader about the issue of women's workload and how this affects their ability to breast-feed. The facilitator then facilitates a discussion with participants to decide if this alone will make a change in their community, if they need to do additional actions to create the change they seek, and if there are potential risks involved with their chosen actions. The planning process also builds capacity of the community for collective action and prepares them for implementing their plans.

Steps to facilitate plan for action



Broadly, planning for action involves the five steps in the web diagram. In a truly participatory action planning process everyone is heard, especially vulnerable and excluded groups and individuals. Some important points for facilitators of this step of SAA are listed below.

Key discussion points when facilitating community dialogue during the planning for action step

1. Priorities: 	Keep the dialogue focused on the key issues participants want to tackle with SAA.
2. Entry points 	<ul style="list-style-type: none">• Which stakeholders should be approached? Who from the community will lead the process?• Where will the planned activities occur? This includes the geographic location as well as the physical location within communities (i.e. in a household, at a health center, during a community-level meeting, etc.)
3. Actions 	<ul style="list-style-type: none">• What will be the guiding strategy — advocacy and campaign or livelihood generation etc., or mix of several actions?
4. Logistics: 	<p>Who will implement and when?</p> <ul style="list-style-type: none">• Will the intervention be immediate, short-term, or long-term?• Is capacity building and support needed?• Who will mobilize resources and how?• What risks are involved as it challenges social norms & values?

4.4 Implement Plans

The fourth step of SAA is implement plans, which includes both individual behavior changes and community led social change through collective action. Implementing plans developed by communities is very sector and project-specific as plans are implemented within other programming interventions. It is important that implementation of action plans is flexible to ensure that they are responding to changes in the context that occur during implementation.

The implementation process follows the Do No Harm Framework to ensure that unintended negative impacts are prevented and mitigated as sensitive gender norms are challenged. Involvement of other stakeholders and implementation of a series of activities may bring about change in the gender, social, and power norms, as these norms are deep rooted in the culture of the community.



5

SAA in FNS Modules

5. SAA in FNS Modules

5.1 Introduction to Gender



Domain	Description	Indicators
Gender	The difference between “Sex” and “Gender” and the different roles the community assigns to female and male members of the community, and how this impacts personal experience and community development.	Men and women’s understanding of gender issues and its relationship to community development

5.1.1 Module 1: Learning About Gender⁵

OBJECTIVES	To understand the difference between the terms “sex” and “gender”
TIME FRAME	45 minutes
PARTICIPANTS	Mixed Group
Method/Tool	Vote With Your Feet
MATERIALS NEEDED	Flipchart, Markers, Tape
VENUE	VESA/VSLA Meeting Place

Introduction

This is an introductory session to gather participants’ understanding of basic concepts in gender as “sex” and “Gender” and their differences. There will be simple exercises to help men and women associate a behavior/activity with men and women, and masculinity and femininity to concretize their understanding on the difference between sex and gender. This should be the very first step in gender trainings.

Activity Steps:

Step 1: Ask participants if they can explain the difference between “sex” and “gender”.

- After getting feedback from the group, provide the following definitions:
- Sex: refers to physiological attributes that identify a person as male or female
- Gender: refers to widely-shared ideas and expectations concerning women and men.

These include ideas about typically feminine/female and masculine/male characteristics and abilities, as well as common expectations about how women and men should behave in various situations.

Step 2: Draw a symbol in the ground that represents ‘gender’ and another symbol that represents ‘Sex’. Have them on different sides of the meeting place.

Explain to participants that you are going to make a statement and that they should stand on the symbol that they think it relates to. If the statement refers to ‘gender’ they should stand near the ‘gender’ symbol. If the statement refers to ‘sex’ they should stand near the ‘sex’ symbol.

⁵ Adapted from: Access Africa. (2013). *Village Savings and Loan Associations (VSLAs): Programme Guide-Field Operations Manual with Integrated Gender*. P. 152.

Step 3: Have the participants stand up. Read a statement. If there are participants standing on the wrong symbol- Ask why they think the statement relates to that symbol.

Example Statements:

- Women give birth to babies, men don't. (Answer: Sex)
- Girls should be gentle; boys should be tough (Answer: Gender)
- Women can breastfeed babies; men can bottle-feed babies. (Answer: Sex)
- Many women do not freely make decisions. (Answer: Gender)
- Women get paid less than men for doing the same work. (Answer: Gender)
- Men's voices change with puberty; women's voices do not. (Answer: Sex)
- Women are expected to stay home, and men are expected to earn a living. (Answer: Gender.)

5.1.2 Module 2: Gender Lifelines⁶

OBJECTIVES	To illustrate the different roles the community assigns to female and male members of the community, and how this impacts personal experience and community development.
TIME FRAME	45 minutes
PARTICIPANTS	Men and Women
Method/Tool	Timeline for Gender
MATERIALS NEEDED	Flipchart, Markers, Tape
VENUE	VESA/VSLA Meeting Place
Note	Start the session with reflection from participants on their action plan following the previous session!

Introduction

In order to have a deeper understanding on gender as a social construct, it is important to show how societal expected behaviors, responsibilities, and rules play out for girls and boys, men and women in line with the milestones as it relates to age. This will then help participants understand how opportunities and achievements of girls and boys/women and men are attached to such social construction/expectations and why they adhere to it.

⁶ Adapted from: Access Africa. (2013). *Village Savings and Loan Associations (VSLAs): Programme Guide-Field Operations Manual with Integrated Gender*. P. 153-154.

Activity Steps:

Step 1. Creating Gender Lifelines (30 min)

1. Divide the participants into two gender-separate groups—men and women.
(* If it is a single-sex group, have the women /men role-play the opposite sex.)
2. Ask both groups to draw the timeline of a girl or a boy in their community (or themselves), starting from birth to 25 years old. Ask them to think about how boys and girls are expected to behave, what rules s/he had to follow, what responsibilities s/he had. Also think about the opportunities and accomplishments/milestones they had at a given age.

For example, during childhood, the girl may be made to wear dresses, take care of younger siblings, do household chores and may be expected to be quiet, help in the house rather than play, or eat less than the brother. Boys may be expected to do well in school, to play sports, to be tough, to do petty trading.

3. Ask each group to draw three columns on the ipchart, and to title column one, "Age," column two, "Expected Behaviors, Responsibilities, and rules" and column three "Opportunities and accomplishments". So, in column one, the first entry would be 0-5 years then 5-10 years, 10-15 years, 15-20 years, and 20-25 years.

Age Expected behaviors, responsibilities, rules, Opportunities, accomplishments

Age	Expected Behaviors, Responsibilities, and Rules	Opportunities and Accomplishments
0-5		
5-10		
10-15		
15-20		
20-25		

Ask each group to record the life of that person in five-year increments.

Step 2: Discussing Lifelines (30 min)

Mixed-group presentations

Bringing the men and women together, show the lifelines side-by-side, and lead a discussion around the following:

- What are the differences between the men's and women's rules, expected behaviors, and responsibilities?
- Why are they different?
- How did girls/boys learn these rules and responsibilities? Who enforced them?
- What are the differences between the men's and women's opportunities and accomplishments?
- How do the rules/expected behaviors shape the opportunities and accomplishments of men/women?
- Are the rules and opportunities for boys and girls the same? Are they fair?
- Thinking about agriculture and income-generating opportunities, what are some of the different rules, responsibilities, and opportunities for men and women who farm? Are the rules, responsibilities, and opportunities the same? Are they fair?

Summary Reflection:

- What did you learn from your lifelines with your peer group?
- Is this how your children's lifeline will look? What would you like to see change?

Facilitators Input: Discuss why there is a difference in the way we socialize girls and boys. Emphasize the point that we teach girls to behave in a different way compared to boys. Sex is determined biologically but gender is the social roles that the culture and community imposes on individuals.

Explain that the sex of a person is biological and fixed but gender is social and can change. Sex is what we are born with; gender is what society teaches us about how we should behave based on our sex.

In this way, the culture in which girls and boys grow up determines their quality of life by the difference in opportunities it offers them. As communities and cultures change and grow, so can our rigid expectations about how we should behave simply because of our sex.

Explain that part of our work is to create awareness about how these different expectations and roles are unfair and can have a negative effect on our overall productivity and accomplishments, individually, in our households, and in our communities.

Step 3. Goal-setting and Homework

Turning to a partner, discuss one specific action that you will try at home (with your wife, daughter, husband, sister, mother-in-law, father, children) that would lead to more equal lifelines for our children in the future.

5.1.3 Module 3: Gender Roles⁷

OBJECTIVES	To identify the differences between rules of behavior for men and for women; To understand how these gender rules can negatively affect the lives of both women and men
TIME FRAME	45 minutes - 1 hour
PARTICIPANTS	Mixed Group
Method/Tool	Act Like a Man, Behave Like a Lady/Gender Box
MATERIALS NEEDED	Flipchart, Markers, Tape
VENUE	VESA/VSLA Meeting Place
Note	Start the session with reflection from participants on their action plans following the previous session!

Introduction

This module will help participants unpack their own beliefs regarding how men and women should be defined in relation to behaviors, activities and interactions. While exploring the different ascribed behaviors for men and women, participants will realize the barriers for men and women to reaching their full potential and how that affect their household, communities and the nation as a whole.

Activity Steps:

STEP 1: Ask the male participants if they have ever been told to “Act like a Man.” Ask them to share some experiences of someone saying this or something similar to them.

- Why do you think they said this? How did it make you feel?

Now ask the female participants if they have ever been told to “Behave like a lady.” Ask them to share some experiences of someone saying this or something similar.

- Why do you think they said this? How did it make you feel?

STEP 2: In large letters, print on one sheet of flipchart paper the phrase “Act Like a Man.” On another sheet, write the words “Behave Like a Lady.” Ask participants to write all of the behaviors that women are told in their community and what men are told in their community are told about how they should behave to be a “proper” man or woman (see the below chart for examples). Write these on the sheet.

⁷ Adapted from: Pawlak, Peter, Henny Slegh, and Gary Barker. (2012). *Journeys of Transformation: A Training Manual for Engaging Men as Allies in Women's Economic Empowerment*. CARE International in Rwanda and Promundo. P. 47-49. As cited in Farmer Field and Business School Toolkit by CARE Pathways to Empowerment Program. P.89-19

STEP 3. When the group has no more to add to the list, ask one participant to read them aloud. Facilitate a discussion around the questions listed below.

- What do you think of these two lists? What are the differences between the two?
- Can any of these messages can be potentially harmful? Why? (Place a star next to each message and discuss one by one.)
- How does living in the box limit men's lives and the lives of those around them?
- What happens to men who do not follow all of these gender rules (e.g. "live outside the box")? What do people say about them? How are they treated?
- How does living in the box limit women's lives and the lives of those around them?
- What happens to women who do not follow gender rules? What do people say about them? How are they treated?
- Are these rules fair for both men and women?

Examples:

ACT LIKE A MAN	BEHAVE LIKE A LADY
<ul style="list-style-type: none"> • Be the breadwinner • Act like the head of the family • Be in control of your family • Act like the owner of the household • Be in control of the big assets • Don't show weakness (for example, don't cry) • Stay in control and do not back down • Decide on what happens in your house • Don't ask for help • Use your physical strength/violence to resolve conflicts • Stay out late, relax and drink alcohol • Protect the family 	<ul style="list-style-type: none"> • Be the caretaker and homemaker • Be obedient • Don't complain • Respect your parents' & husband's decisions • Don't exceed your husband & show that you do • Get married early • Be passive and quiet • Don't act like you are in control of the household • Lower your voice, do not speak in public • Be smart but don't outsmart men in your life • Do not stay out long/ late • Don't question your husband's actions

STEP 4: Role-play the opposite sex: Ask for a male volunteer to do a silent role-play in which he "acts like a lady." Ask a female volunteer to do a role-play, in which she "acts like a man."

- Why does this make us laugh?
- How do we learn these rules of behavior?

- What might be the benefits of “living outside the box” –for individuals, families & communities?
- How can you, in your own lives, challenge some of the unfair ways in which men/women are expected to act?
- What is one action you might try this week?

Input: Throughout their lives, men and women receive messages from family, media, and society about how they should act as men or women and how they should relate to other women and to other men. Many of these differences are constructed by society and are not part of our nature or biological make-up. Many of these expectations are completely new, and help us enjoy our identities as either a man or a woman.

However, some gender stereotypes and rules can negatively impact our lives and communities, and limit our potential as human beings. We can think collectively about how to challenge them and promote more positive gender relations in our communities. We are all free to create our own gender boxes and rules and to decide how we choose to live our lives as human beings.

5.1.4 Module 4: Empathy for the Opposite Gender⁸

OBJECTIVES	To listen to the experiences, ideas and feelings of the opposite gender To discuss ways to improve their household and community relations
TIME FRAME	1 hour
PARTICIPANTS	Mixed Group
Method/Tool	The Fishbowl
MATERIALS NEEDED	Space for an inside and outside circle
VENUE	VESA/VSLA Meeting Place
Note	Start the session with reflection from participants on their action plans following the previous session!

⁸ Adapted from: Pawlak, Peter, Henny Slegh, and Gary Barker. (2012). *Journeys of Transformation: A Training Manual for Engaging Men as Allies in Women's Economic Empowerment*. CARE International in Rwanda and Promundo. P. 47-49.

^{As} cited in CARE Pathways to Empowerment Program. Farmer Field and Business School Toolkit. P.118-119 and

CARE- (2017). Social Analysis and Action for Food and Nutrition Security (SAA-FNS): A toolkit for addressing Gender, Power and Social Norms in Food and Nutrition Security Initiatives.P.81-83.

Introduction:

In this module through the shbowl activities participants will be encouraged to listen actively to the experiences and perspectives of a specific group of people. A shbowl gives men and women an opportunity to hear the experiences, ideas, and feedback from each other while giving them an opportunity to be active in the dialogue on gender equity and power dynamics. There are opportunities for both men and women to be at the center of the shbowl and equal opportunities for both men and women to be observers.

Note: Ideas for shbowl topics are in the Facilitator Background section. If there are others you think are appropriate, please feel free to use them.

Activity Steps:

- Step 1:** In preparation for the actual shbowl dialogue, ask the shbowl “speakers” to sit in a circle in the middle of the room. The “observers,” should sit in a larger circle around the shbowl.
- Step 2:** Inform the observers that during the course of the shbowl dialogue, observers are not allowed to speak. They are to listen and learn from the shbowl speakers. Observers will have an opportunity to discuss any issues that emerge in later processing dialogue.
- Step 3:** Ask one of the shbowl speakers to facilitate the discussion. It will be her or his responsibility to ask questions, facilitate the shbowl discussion, and make sure everyone has an opportunity to talk. (The activity facilitator can play the role of shbowl facilitator if necessary)
- Step 4:** Allow the discussion to continue for 30 minutes or more if time permits and speakers are continuing to discuss
- Step 5:** When the shbowl discussion winds down, divide the combination of your speakers and observers into small groups of 6-10. This will provide the observers an opportunity to ask for clarification on comments made during the shbowl. Instruct the observers that they are not to invalidate or question the speakers’ experiences or perspectives. They should use the small group discussions only to learn more from speakers. Allow at least 30 minutes for small group discussions.
- Step 6:** After small group discussions, call everyone back together. This will be the final processing discussion. Use the following questions to guide this conversation:
- To the observers: Was it difficult to not respond to the shbowl speakers comments during the shbowl? Why?
 - To the shbowl speakers: How did it feel to share your feelings about your gender situation, knowing that the other gender members were listening closely?
 - To the shbowl speakers: Do you usually have opportunities to share your perspectives on your gender's experiences and feelings with members of the other gender?

- To the observers: Did you hear anything from the fishbowl that surprised you?
- For the observers: Are there any things you would change based on what you have heard?

Step 7: To wrap up the exercise, pose a final question, giving everyone an opportunity to answer: What is one thing you have learned from this experience?

FACILITATOR BACKGROUND:

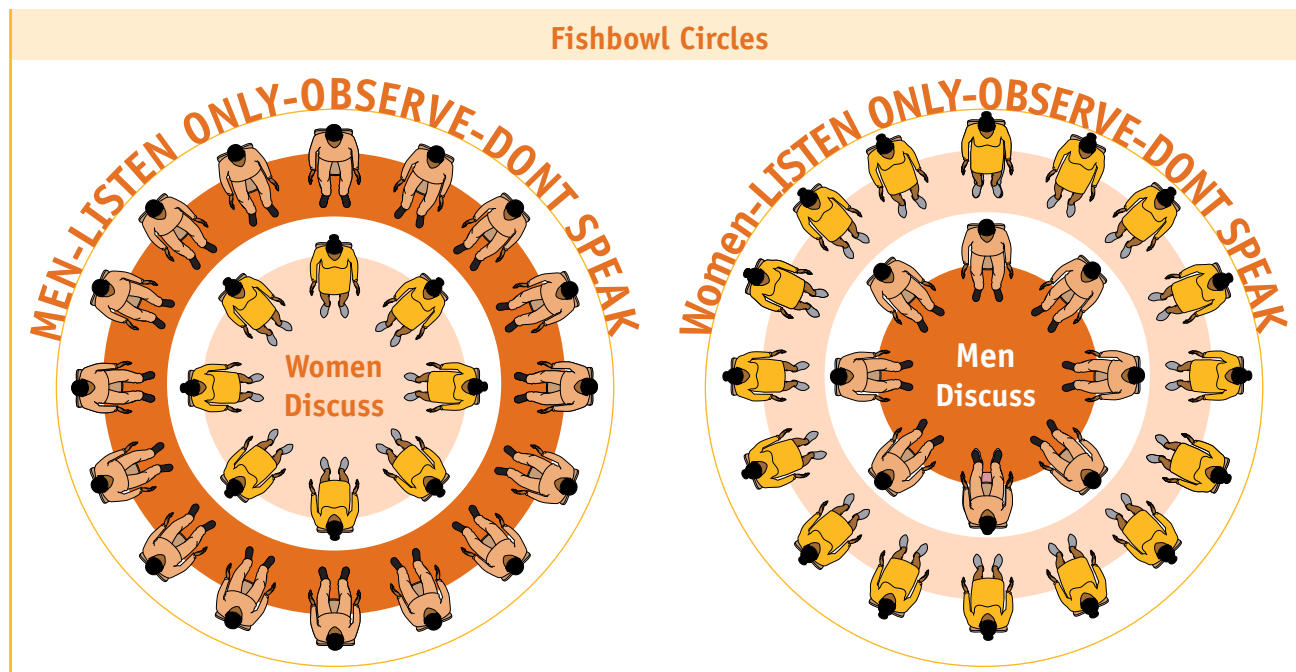
Topics to be discussed by the fishbowl can be developed to be relevant to the gender and power issues present in the community. Fishbowl speakers should have an opportunity to take the conversation where they want - or need - it to go. If it becomes necessary to push the conversation along, possible fishbowl discussions include the following:

- Women: What support would like from your partner during your daily routine?
- Women: How do you feel about the way decisions are made in your home?
- Women: What are your experiences/feelings about the participation of women in leadership roles in the community?
- Women: Please share with us your feelings when your partner verbally or physically abuses you? (VERY SENSITIVE! MAKE SURE THE GROUPS ARE READY FOR THIS QUESTION!)
- Men: Share with us why you express yourself by abusing your wife with violence? (VERY SENSITIVE! MAKE SURE THE GROUPS IS READY FOR THIS QUESTION!)
- Men: How does it feel to have the full responsibility for providing and protecting your family?
- Men or Women: What can your partner do to help you have a peaceful home?
- Men or women: What are actions your partner could take that would make you feel truly appreciated?
- Men or women: Share a story about when your partner did something that made you feel especially appreciated.
- Men or women: Share a story about when you felt you were especially put down by your partner.
- Men or Women: What do you feel is the role of your partner in your life?
- Men or Women: What are your major goals for your family?

A few simple strategies will help you facilitate this activity smoothly. First, remember that this activity is about men and women listening to each other for the purpose of understanding the others' perspective on gender and power dynamics in their households and communities. As mentioned above, it is thus crucial that observers show maximum respect to the fishbowl speakers by following the silence ground rule. It may take some effort to enforce this ground rule, as many observers want to comment.

Fishbowl discussions usually are most successful when they are informal. Remember that the often fishbowl speakers and observers have not had the chance to listen to each other in a safe space.

A noticeable level of tension often is evident in the room as observers learn about the effect of their roles or actions and the feelings and emotions that they cause. A variety of strategies can be used to ease the tension, ranging from starting with a fun icebreaker to serving snacks.



5.1.5 Module 5: Why Should Men be Interested in Change⁹

OBJECTIVES	To identify reasons why men might be interested in changing gender norms
TIME FRAME	1 hour
PARTICIPANTS	Male Spouses
Method/Tool	Brainstorming/Discussion
MATERIALS NEEDED	Flipchart, Markers, Tape
VENUE	VESA/VSLA Meeting Place
Note	Start the session with reflection from participants on their action plans following the previous session!

⁹ Adapted from: The ACQUIRE Project/EngenderHealth and Promundo. (2008). *Community Engagement Manual*. P. 33-34.

^{As} cited in Access Africa. (2013). *Village Savings and Loan Associations (VSLAs): Programme Guide-Field Operations Manual with Integrated Gender*. P. 152.

Introduction:

This module will help men reflect on why gender matters to them. Men will realize the benefits gender equality holds for them, for their household and communities. As gender equality is about men and women, the role men needs to play will be elaborated. Men will themselves figure out their motivating factors for working towards transforming gender norms.

Activity Steps:

Step 1: Ask participants to give some examples of men who have become involved in groups to reduce gender inequality.

Step 2: What are some reasons those men became involved? If there are no men involved, what are the reasons those men are not involved? Or for those men who don't involve themselves, why not?

Step 3: What are benefits for men promoting positive gender norms? (The Facilitator should make a list.)

The Facilitator should augment the list with any of the benefits listed below if they are not mentioned by the participants:

- Self-respect
- Greater responsibility
- A way to contribute to the community
- Knowledge of social issues
- A chance to learn how to treat other people (especially women)
- A chance to talk about fears and to know that men can be victims too
- A chance to discuss our roles as fathers, as well as our emotions
- An opportunity to challenge men and question traditional values, especially those that support abuse
- To help men become equal partners in society and marriage

Step 4: Lead discussion with group around this issue. Example questions:

- Do you think men are really interested in changing harmful gender norms or is change being forced on them?
- From your experience, what are some of the issues men like discussing with each other?
- What motivates them to discuss these things? (Prompt about relational issues they want to understand.)
- What motivates men to discuss and learn about gender?
- Why is it important for men to discuss these issues?

- How can men get involved with these issues?
- How do they benefit?
- What are some challenges/difficulties men might face when they try to work on gender issues/norms in their community?
- What other groups in the community (apart from peers) is it important to reach in order to reinforce positive perceptions about gender and gender equality? (Facilitator should ensure that the following are mentioned: men's partners, religious leaders, service providers, government leaders.)

Step 5: The Facilitator should discuss the idea of change agents with the participants and see the level of interest by participants in becoming a change agent.

NOTE: The information the Facilitator provides on this will depend on what the VSLA program has decided around change agents.

5.1.6 Module 6: Engaging Your Partner in the Program¹⁰

OBJECTIVES	To introduce spouses to the program & be sure that they understand the program and how they will be encouraged to be involved and to support their spouses. To practice active listening & build support for women's participation in the program.
TIME FRAME	45 minutes
PARTICIPANTS	Mixed Group
Method/Tool	Trust Building Game and Support Building Discussion
MATERIALS NEEDED	Quiz questions on the program
VENUE	VESA/VSLA Meeting Place
Note	Start the session with reflection from participants on their action plans following the previous session!

Introduction:

A mutual understanding of what the program is, especially how it requires men's support of women's participation, is key to accomplishing program (any development programs) goals. When a group member's spouse is introduced early in the intervention, they have a better grasp on what their role can be in supporting their partner in the program and to improve their partner and entire family's livelihoods.

¹⁰ Adapted from: Pawlak, Peter, Henny Slegh, and Gary Barker. (2012). *Journeys of Transformation: A Training Manual for Engaging Men as Allies in Women's Economic Empowerment*. CARE International in Rwanda and Promundo. P. 30-32.

^{As} cited in CARE Pathways to Empowerment Program. *Farmer Field and Business School Toolkit*. P.118-119

Activity Steps:

Step 1: Introduction: Welcome the partners to the session and have them introduce themselves. Have a leader of the program go over the ground rules that the group has established.

Step 2: Warm-up: "In this group you need respect..." Ask the group make a circle, including the facilitator. Make sure the circle is closed. Explain that we are going to experiment with taking risks. The circle represents a wall of protection- inside this space, participants can practice safely walking with their eyes closed.

Ask for one volunteer to experiment walking with his/her eyes closed while the others provide a safe space. The volunteer stands in the middle while the facilitator explains, "You will close your eyes and start to cross to the circle until you reach one side of the group. The group member will receive you gently and guide you to another person in the circle. The group will take care that you feel safe. You can experiment as long as you like."

Enforce the rules that no one will laugh or make jokes while the volunteer is experimenting.

Ask the volunteer:

- How did it feel to be led by others?
- How did others receive you?
- What feelings (anxiety, safety) did you have?

Ask the group:

- How did it feel to be responsible for guiding others? What did we do to create a safe space?
- How does this relate to real life? What things make you feel comfortable discussing with a group?
- What can we do in our Pathways groups to make each other feel comfortable?

Allow several volunteers to experiment for a total of 10 minutes.

End by pointing out we will be taking risks and talking about topics that we don't always share. It's important to create a strong circle of support. All participants have a responsibility to enforce the safety of the circle.

Step 3: Quiz: Develop a short quiz, asking several questions about the program/project you are implementing. Ask for men's answers but allow women to share their knowledge to fill in the information gaps. Questions might include:

- What is "name the project/program"?
- How often do groups meet?
- What is the purpose?

- How long will the project last?
- What are the responsibilities of group members?
- What will members learn?

After explaining the basic program, ask:

- What is the role of men (spouses) in the Project/Program? How will they be expected to participate? Collect ideas from participants and enforce the key points for a total of 15 minutes:
- Explain the project/ program in relation to what sessions it will provide for what skills development for men and women in FNS.
- For Projects/Programs on women empowerment with mostly women participating, tell spouses that they are encouraged to attend all of these sessions.
- In addition to agriculture, nutrition, and marketing skills, tell participants that the program/project will create a safe circle for men and women to discuss problems and to understand one another's points of view.
- If it is a women's empowerment program with mostly women participating, tell the men that there will be special session where spouses are strongly encouraged to attend, so that both spouses benefit from the skills and information.

Step 4: Supporting each other: Separate the groups into men and women. Explain that women who are engaged in farming and business have many competing responsibilities at home. To grow their business and agriculture enterprises, they need full support from their spouses and families.

- Ask women to come up with a group list of how their partners can support them to succeed.
- Ask men to come up with a group list of how they can support their partners to succeed
- Bring the groups together, and have the men and women share their lists for a total of 20 minutes. Discussion questions:
- Were the women's lists the same as the men's?
- What were the common points raised by men and women? Are these achievable goals?
- What surprised you about this session?
- Based on what you learned, what opportunities do you see for supporting your wife/partner?
- What have you learned from this session? How can this help you in your lives and relationships?

5.2 Gender in Production



Domain	Description (Ag)	Indicators for (Ag)	Description (Nutrition)	Indicators (Nutrition)
Production	Sole or joint decision-making over food & cash-crop farming, livestock, and sheries as well as autonomy in agricultural production and off-farm activities	Input in productive decisions	Sole or joint decision-making over nutritious food production	Autonomy in nutritious food production
		Autonomy in production		Women's and Men's engagement in backyard and main farm production

5.2.1 Module 7: Gender Roles in Agricultural Production¹¹

OBJECTIVES	To identify and critically analyze typical roles, behavior and norms that are attributed to or expected of men and women farmers in the community, how they are maintained, and how they can be changed.
TIME FRAME	1 Hour
PARTICIPANTS	Mixed Group
Method/Tool	Gender Box
MATERIALS NEEDED	Flip chart paper, Bold markers or sketch pens of different colors, cards, adhesive tape. Review the Steps for facilitation, clarify roles if there is more than one facilitator, and decide which method will be used for facilitation (i.e. each group draws their own or the opposite gender).
VENUE	VESA/VSLA Meeting Place
Note	Start the session with reflection from participants on their action plans following the previous session!

Introduction:

In this module, through the Gender Box; 'foundational tool', participants will explore and clearly see the gender and social expectations of women and men farmers, and in this case as it relates to agricultural production, to highlight the ways in which women and men both benefit from and are restricted by these norms.

Activity Steps:

- Step 1:** After welcoming participants, provide a brief introduction to the activity, such as: "Today we are going to discuss the expectations that we have, our friends have, our families have, and our communities have for us as women and men farmers. We will call these expectations our 'gender'."
- Step 2:** Divide the participants into women-only and men-only groups. If they are a single sex group, request half of them to work as if they were the other sex (example: women ex-

¹¹ Adapted from: International HIV/AIDS Alliance. (2006). *Tools Together Now -Tool number 25*: www.aidsalliance.org. As cited in CARE Social Analysis & Action Global Implementation Manual. P.13-16.

press the views of men if no men are present).

- Step 3:** Ask each group to draw a medium-sized square and tell them this is a “Gender Box”. Inside this box, ask the women’s group to draw a ‘typical’ woman and the men’s group to draw a ‘typical’ man. Alternatively, the facilitator can choose for women to draw a typical man and men to draw a typical woman. This should be decided before the activity begins.
- Step 4:** Ask each group to discuss their own experience of the roles, behavior and norms that society expects of the ‘typical’ woman farmer and ‘typical’ man farmer in relation to agricultural production, and draw symbols or write the key points inside the box.
- For women, examples include: weeding, home gardening, consumable crops farming, buying small packaged seeds, buying and selling/ rearing/fattening small ruminant, poultry, etc.
 - For men, examples include: plowing the land; visiting FTCs, buying inputs in bulk, use water pump, threshing, harvesting, cash crop farming, selling products in bulk, sowing, livestock fattening/selling/buying, renting the land, preparing farming equipment/tools etc.
- Step 5:** Once the lists for “Inside the Box” are completed, ask groups members where those expectations come from or from where or whom they are learned. Instruct the group members to write the sources of expectations around the gender box, circling each item or source.
- Step 6:** Next, ask participants to discuss within their groups the roles, behavior and norms that society attributes of the ‘non-typical’ woman and man, and draw or write this outside of the box. Ask the group to discuss consequences that result from practicing behaviors outside of the box.
- For women, examples include: plowing the land, buying inputs in bulk,etc.
 - For men, examples include: weeding, selling milk products,etc.
- Step 7:** After groups have listed out expectations of ‘typical’ and ‘non-typical’ attitudes, behavior, appearance, etc., have one group of men and one group of women present their gender boxes. Invite others of the same sex to add, and then offer the whole group an opportunity to raise clarifications or observations.
- Step 8:** Following the presentations, ask participants between 3-6 of the following discussion questions:
- What kinds of agricultural production related roles and expectations are assigned to women? To men? Are these the same or different? Why do these differences exist?
 - Are these expectations helpful or beneficial? If so, who do they help and how?
 - Are these expectations harmful? If so, who do they harm and how?
 - Are these typical and non-typical expectations different for certain groups? Which groups and how different?
 - Do people in our lives and communities force certain roles, behavior and norms for men and women? If yes, who, why and how?

- As we look at the attitudes and behaviors that are outside the box, what are the consequences (both positive and negative) people experience when they 'step outside' the box? Are the consequences the same for men and women?
- Is there a cost (terms of social cost, opportunity cost, financial cost, rights cost, environmental cost etc.) to these roles, behaviors and norms existing in your community?
- Who has more freedom to 'step outside' the box? Are there any advantages of being outside of the box?
- Do you conform to these expectations of a 'typical' woman or man? Why/why not?
- When do you choose to 'stay in the box' and when do you choose to 'step out of the box'? Why?

NOTE TO THE FACILITATOR

1. We must be aware of the consequences and risks of making change. If participants are not ready to change, we need to understand their reasons while not making judgment. Whenever they are ready to move out of gender box, they know where they can seek support.
2. Another option for facilitating this tool is to ask each group to discuss social and gender norms related to one topic or gender roles as a whole. For example: roles or behaviors related to agricultural productivity (as it is the case here), education, gender-based violence and nutrition. In addition to comparing women and men's views for each topic, the facilitator can help the group analyze how women and men, boys and girls hold different attitudes and behaviors about different things.

5.2.2 Module 8: Household Decision Making¹²

OBJECTIVES	To explore who in the household has authority to make important decisions around FNS issues, and how decision-making could be more equal.
TIME FRAME	1 Hour and 30 minutes
PARTICIPANTS	Mixed Group
Method/Tool	Pile-Sorting
MATERIALS NEEDED	Pieces of different colored paper, markers
VENUE	VESA/VSLA Meeting Place

¹² Adapted from: CARE. (2017). *Social Analysis and Action for Food and Nutrition Security (SAA-FNS): A toolkit for addressing Gender, Power and Social Norms in Food and Nutrition Security Initiatives*. P.65-68.v

Note

Start the session with reflection from participants on their action plans following the previous session!

Introduction:

This module looks at how different household members have different power or authority to make important decisions. Social rules and culture-specific gender expectations usually give the head of the household—often a man—the primary authority in making important household decisions.

Activity Steps:

Step 1: Start by introducing the exercise.

“In every household, there are many decisions that need to be made to maintain the family well-being and plan for the future. Important decisions can be difficult to make. Today we are going to explore what some of those decisions are, who makes them, and how they are made, especially in the context of food and nutrition.”

If there is a large group, split the group of participants into smaller groups of 5-8 people. Participants can be groups randomly, or by gender, age, etc.

Step 2: Ask participants to brainstorm any critical household decisions that are needed to grow enough food, have sufficient income for basic needs, or keep the family well fed and healthy, and to plan for the future.

- Write down 12-15 of those decisions on pieces of paper or draw a symbol to describe the household decision if participants are non-literate, always with one decision each on one card.
- As participants are brainstorming, discuss why each decision is important. Try to focus on decisions suggested by participants, but if needed, give examples such as investing in farm equipment, deciding when a child should marry, deciding what to plant, deciding how much to spend on food each day.

Step 3: On a piece of flip chart paper or on the group, create categories labeled:

- Woman
- Man
- A woman and a man together

Step 4: Have participants discuss each of the different decision cards, and place it under one of the three categories. Facilitate a discussion using the following question as a guide. Create your own questions, and only use questions that are applicable in your cultural and situational context.

Key Discussion Questions:

- Looking at the piles created, who makes the most decisions?
- Look at the decisions in the “man alone” category
 - What type of decisions are these?
 - Why are these decisions usually only made by a man?
 - What happens if a spouse disagrees with this decision?
- Look at the decisions in the “woman alone” category.
 - What type of decisions are these?
 - Why are these decisions only made by a woman?
 - What happens if the spouse disagrees with this decision?
- Look at the decisions in the “joint” category.
 - What types of decisions are these?
 - Why do these decisions usually have to be made together?
 - Which decisions are most important?
 - What happens when partners disagree? Who has the final say? Why?
 - What is the consequence if the other partner disagrees?
- What could be the challenges to food and nutrition Security?
- What could be the benefits to food and nutrition security?

Now, discuss what happens when “joint” decisions result in a disagreement, and when “joint” decisions result in an agreement.

- Ask for an example of one of the important “joint” decisions where partners had disagreed or had difficulty coming to an agreement.
 - What was the process of making this decision?
 - Who was involved?
 - How did you finally reach an agreement?
 - Did you feel you had equal say in the decision? Why or why not?
 - Was everyone happy with the outcome of the decision?
- Ask for an example of one of the important “joint” decisions where both partners had equal say in the process, and reached an agreement.
 - What was the process of making this decision?

- Who was involved?
- How did you finally reach an agreement?
- How could you tell that both partners had an equal say in the decision process?
- Was everyone happy with the outcome of this decision?
- What are the essential skills for good decision-making processes, in which everyone feels they have an equal say in decisions?
- What do you think about the pattern of decision-making described above? Are you satisfied with it? What would you change, if anything?
- What cards would you like to move from one pile to another, if any?

Step 5: Now that the participants have discussed decision-making in the household, it is important to apply this discussion to food and nutrition security, to highlight both what families are doing well to communicate, and how they can improve their household decision making. Possible Discussion Questions are listed below, but make sure to make these FNS focused questions are applicable to the participant's previous discussion.

Possible Key Discussion Questions:

- What resources are there in the household? Animals? Fields? Buildings? Money?
- Who owns these resources?
- Which resources do men control? Which resources do women control?
- Who makes the decisions around buying or selling these resources?
- Do members of the family negotiate on the decisions they make over resources?
- Do women have control over the resource they need to build their assets?
- Do women have decision-making power over agriculture production and sale within their households?
- Do women have control over what food to buy for the household and when?
- Do women buy food for their children with the assets they build?
- What impact does this have on FNS?

Step 6: Have the participants turn to their neighbor, and discuss one specific change that they would like to see in terms of household decision-making.

- Is this change possible?
- What would a more satisfactory decision-making process look like?
- How could you start to take steps to make this change?
- What is one small doable action you can take to practice this change before the next meeting?

NOTE TO THE FACILITATOR

Men and women do participate jointly in many decisions, but women do not always have an equal say in the decision. They may be consulted about the decision, but unable to have a say in the final outcome. In many cases, family members will only be informed of a decision after it has already been made. In both of these situations, they have no real input into control over the decision.

Within one household, women sometimes have different perspectives, different needs, and different information than men. This information is important for making decisions that benefit everyone in the family. Women also make important contributions to income, workload, and care of the family, and have a right to participate in the household decision-making.

When families have a discussion process where both spouses can participate fully in the decision-making process, they may have a better relationship and contribute more equally to decisions around the house and decision related to household food and nutrition security.

In Step 6 of the activity above, the discussion encourages participants to think of “small, do-able actions” that can be taken in the coming week or weeks to practice a change in decision-making behavior in the household that has been identified. Small, do-able actions refer to “a behavior that, when practiced consistently and correctly, will lead to household ... improvement.

It is considered feasible by the householder, from HIS/HER point of view, considering the current practice, the available resources, and the particular social context.”¹³ In Step 6, Facilitators should encourage participants to discuss what they think is achievable and that helps them get closer to the “ideal” or more gender-equitable decision-making behavior.

Note:

A Pile Sort can also be used for household task, access to resources or other areas of distinct differences between men and women.

¹³ FHI360. WASHPlus. “Improving WASH, One Small Doable Action at a Time.” http://www.fhi360.org/sites/default/files/media/documents/Sol_681_014421.pdf

5.2.3 Module 9: Women's Decision-Making Role in Production

OBJECTIVES	To identify what position women have in making decision on what to produce To understand how these gender norms can negatively affect the lives of both women and men
TIME FRAME	45 minutes – 1 hour
PARTICIPANTS	Women group initially and then mixed group after few sessions
Method/Tool	Social Norm Mapping ¹⁴
MATERIALS NEEDED	Flipchart, Markers,
VENUE	VESA/VSLA Meeting Place
Note	Start the session with reflection from participants on their action plans following the previous session!

Introduction

In this module, through the Social Norm Mapping tool, Participants will be able to look into the social and gender norm barriers that are holding women from engaging in decision making in production and also identify the power holders enforcing these norms. Participants will examine specific social, gender and power norms identified by the community and explore how those norms influence women's decision making on what to produce.

Activity Steps:

- Step 1:** Ask participants to work on their own and list down the types of production engagements including food and crop farming, livestock, and fisheries in their area
- Encourage participants to list types of crops
 - Types of Livestock for management and
 - If applicable type of engagement in fisheries
- Step 2:** Next to each type of engagement in production ask participants to mention the person who makes decisions on engaging in such type of production. They would right "men", "women" or use names against each engagement. The facilitator must relate the names to the sexes later.

¹⁴ Adapted from: Tools Together Now – Section B Mapping tools: *International HIV/AIDS Alliance*, 2006, www.aidsalliance.org. As cited in CARE. (2018). *Social Analysis and Action Global Implementation Manual*. P. 42-43.

Step 3: The Facilitator now asks participants to share their list and write it on a flip chart – keep recording production engagements that were not mentioned by involving participants and write men or women against each engagement then lead discussion on the following questions.

- What are typical roles of women and girls during production; both in the household and the field? Does it involve decision making? Why? / Why not?
- Point out productive engagements decided by men and ask; why are these not decided by women? What are the reasons behind? (try to identify the norms and focuses on them. Explain that social norms are unspoken rules about how people should behave and gender norms are unspoken rules about how men and women should behave. Then, ask participants to give examples of typical roles in production that women and men have in their homes and communities and are social norms. Make sure that the following and more norms are included
 - Who decides what crops to plant why?
 - Who decides when to plant why?
 - How does that person decide when to plant?
 - Who decides when to harvest why?
 - Who decides on selling or buying small livestock and/or assets why?
 - Who decides on selling or buying large livestock and/or assets why?
 - Who decides on how much money to invest in inputs why?
 - Who decide on vaccinating small or large livestock why?

Step 4: Facilitate a discussion around each social norm listed by the group. Then, using the following social norm prioritization table, consider all the factors that may be associated with the norms chosen.

Social Norm	People Affected by the Norm	Consequences	Impacts on HH	Positive changes resulting from addressing the social obstacle

- Based on previous discussions, what are some possible social and gender norms that inhibit women's decision making on production?
- Who are affected by that norm?
- What are the consequences of that norm?
- What happens in the household because we have these expectations of men/women?
- What positive changes could result if Women made decision on what to produce?

Step 5. Summarize the discussion, and expand the discussion to address prioritization of the norm using the following discussion points.

Key Discussion Questions:

- How big or strong is the impact of each norm listed here?
- Which norm would be the easiest to address as a community?
- What norm or norms should be prioritized first in FNS programs?
- What norm or norms should be prioritized in the short term?
- What norm or norms should be prioritized in the long term?

NOTE TO THE FACILITATOR

Social norms are the unspoken rules that different societies and cultures have about how people should behave. Social norms may seem rigid and unchanging, but in reality they can and do change. Coming up with gender and social norms may be a difficult task, so in this tool, facilitation is key. These norms are often embedded in the culture. The norm may be broad, for example, “Girls are needed in the household for cooking and cleaning,” or specific, “Women are not involved in discussions around how much money goes to food each day or what seeds to plant during seasons.” Again, it may be difficult – but try to encourage open discussion on the social, gender and power norms that may be at play.

5.2.4 Module 10: Nutritional Decision Making¹⁵

OBJECTIVES	<p>To show how forms of gender discrimination within the community and household can leave women farmers behind and affect the well-being of the family and community.</p> <p>To compare what is happening in the story with what is happening in the community.</p>
TIME FRAME	1 hour
PARTICIPANTS	Mixed Group

¹⁵ Adapted from: Oxfam UK and Ireland. (1994). *The Oxfam Gender Training Manual*.

^{As} cited in CARE Pathways to Empowerment Program. *Farmer Field and Business School Toolkit*. P.94-95.

Module/Tool	Case Study
MATERIALS NEEDED	Translated copy of the scenarios, in local language This exercise can be done by reading aloud, or you can ask for volunteers to act out the scenarios
VENUE	VESA/VSLA Meeting Place
Note	Start the session with reflection from participants on their action plans following the previous session!

Introduction:

Around the world, women play vital roles in agriculture, but they are rarely recognized as farmers, and extension services are less likely to reach them. Even when they have access to extension services and support, they face many disadvantages. They have to juggle household and farm work; they often get late access to land and inputs; they may get less information for crop choices, decision making or marketing. This module using a case study explores some of these common challenges that female small-scale farmers and their families face, and allow participants to come up with potential solutions for this fictional village—and for their own community.

Activity Steps:

Step 1: Introduction: Explain to participants that you are going to start reading a story that requires active listening. Remind them of your discussion on the last agricultural group case study, if applicable. Start telling the story:

“The story’s village [INSERT VILLAGE NAME] was a farming community, where both women and men grew crops. Recently, men had started going away for work, leaving women to do most of the farming. Women did their work by hand. Women’s production was low, and by the end of the season, many had to sell their crop right away, when the price was lowest. Many of the children went hungry at the end of the season, and malnutrition was common.”

Pause and check that participants are listening before continuing:

“Now in that area there is a Development Committee, which saw the problems of the women and organized different supports to them. The Agriculture Department and some NGOs organized the women into groups for training. A loan group supported women to get small loans. The village chiefs gave some land for demonstration plots, and the women started to meet every week for training. The women learned improved planting techniques and new seed varieties to improve their yields. They learned when to plant, weed, and harvest, and how to sort through at the end of the harvest. They learned about nutrition, how to grow a nutrition garden, and how to intercrop vegetables and beans to grow a diverse diet.

They learned about how to set a good price for the crop and to estimate the cost of production. The women of the village were very excited about these initiatives, and the opportunity to earn income."

Step 2: Read the role-play scenario

Pause and explain to the participants that we are going to look inside some of these households and see what happened within the group. Read the following story aloud, or ask for volunteers to act out the scenario.

CASE STUDY: ABEBA'S STORY

Abeba was excited about the nutrition lessons she learned in her agriculture group and from the Health Extension Agent in her Mother to Mother Group. She learned that eggs, milk, beans and vegetables were important for the children and would help them grow strong and healthy.

The land on which she previously grew beans was now being used by her husband to grow chat, which he sold at market.

So instead of growing beans, Abeba started a vegetable garden. Unfortunately, the nearest stream was 2km away and she had no extra time to go and fetch water for the garden and no one to help her. The vegetables did not get enough water, and many of them died.

Abeba spent some of her money from her crops to buy nutritious eggs and milk for the children. Her husband — who had not attended the nutrition lessons — yelled at her for spoiling the children, when this money could have been used to buy rice.

Step 3: When the reading/role play is over, finish each story by saying:

"At the end of the day, the men of the village wondered why their wives had learned nothing at all from their agriculture training! The women of the village wondered why they felt farther behind than before!"

Step 4: Discuss the scenario by asking:

- What is the problem in the story?
- What did the character hope to achieve?
- How did he/she try to apply new knowledge?
- What prevented her from succeeding?

Step 5: Apply these ideas to your communities and groups by asking:

- Does this type of scenario also happen in our community? Why?
- Is there anyone within our group who is struggling with these problems?

- How are they coping with these issues?
- What can we do to change the situation?

Step 6: A solution for the village. Ask for volunteers to envision a better scenario for the women of the village and act out the ideal scenario.

5.2.5 Module 11: Growing Nutritious Food: Planning a Home Garden¹⁶

OBJECTIVES	To understand the benefits of growing a home garden; to identify nutritious crops and when they can be planted; to design, plan, and implement sustainable gardens.
TIME FRAME	1 hour
PARTICIPANTS	Mixed Group
Method/Tool	Lecture and mapping the space
MATERIALS NEEDED	Flipchart and markers. A contextualized list of the nutrients in local crops. If possible illustrations of intercropping and various home gardens.
VENUE	VESA/VSLA Meeting Place
Note	Start the session with reflection from participants on their action plans following the previous session!

Introduction:

Eating a variety of food groups is key to having a healthy body and carrying out all bodily functions. In order to have access to these foods, a family or community may specifically plant a variety of foods in a garden to be able to grow and eat them. In order to plan this garden, this module will help participants understand the importance and benefits of such a home garden, as well as understand how sustainable gardens work.

¹⁶ Adapted From: Healthy Harvest, *A training manual for community workers in growing, preparing, and processing healthy food*. Produced by Food and Nutrition Council of Zimbabwe, the Food and Agriculture Organization (FAO) and the United Nations Children's Fund (UNICEF). ISBN: 0-7974-3209-4

And CRS. (2008). *Homestead Gardening: A Manual for Program Managers, Implementers, and Practitioners*. Baltimore.

^{As} cited in CARE Pathways to Empowerment Program. *Farmer Field and Business School Toolkit*. P.133-135.

Activity Steps:

Step 1: Introduction: Tell participants that there are foods that make us “go,” others that make our bodies “grow,” and some that protect our bodies, making them “glow.” Ask participants if they remember examples of which foods fall into which category.

Step 2: Explain: Tell the participants that today we will be learning about how to set up a nutrition garden to be able to grow and consume more nutritious family meals.

Growing our own healthy food can help us to make sure that our families have healthy, balanced diets for optimum health and growth. Having our own nutrition garden can help us save money and generate an income from selling surplus produce.

Ask the group:

- What are some of the factors you have to consider for planning a garden?

Collect answers from the participants and summarize some of these, below:

Space. The amount of space around a house will determine what techniques can be used and how many vegetables can be produced. Even houses with small plots can build homestead gardens. With careful planning, you can make good use of the space available by alternating rows of vegetables that need a lot of space with crops that do not. Additionally, you can use old tires cut open and tipped inside out. Fill them with nutrient rich soil to grow certain crops.

Shade versus full sun. All plants need sunlight to grow, but too much sun and heat can dry out the soil and burn plants. Some crops like shade, while others prefer full sun. Knowing how much sun and shade your plot has can help you select the right seeds for your land conditions or can prompt you to plant shade trees.

Access to water. Water is still a vital ingredient of any garden. Plants need to be watered regularly, especially in dry areas. Therefore, access to water must be considered when planning a homestead garden.

Household labor capacity. Building and maintaining a homestead garden requires additional work. For busy women farmers, it is important that family members understand the importance of the garden and provide support. Developing an action plan can make it clear what support is needed and how other family members can best contribute.

Step 3: Mapping the space (20 minutes). Explain: Planning is an important step for a successful garden. Drawing a map is one easy way to visualize the potential of our land resources and the types of crops and techniques that will be appropriate.

Show a sample of a garden map, such as the one below. Explain that the maps are not works of art,

but they should use symbols to show all of the existing resources around the house, including:

- Water sources, trees
- Existing crops or cropping space
- Fences
- Slopes
- Animals
- Sunny and shady areas

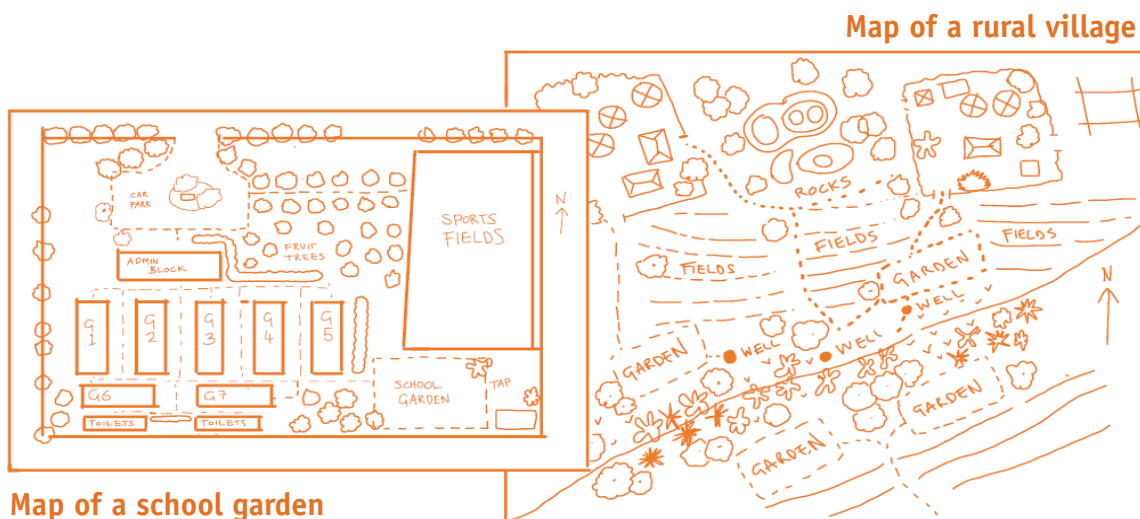
Divide the participants into small groups of 4-5. If the group is planning to make a community-based demonstration farm, some can work on a map of the collective space. Other groups can do individual maps, using one of their group member's homes as the example.

Provide each group with markers and flip-chart paper and allow 20 minutes for the mapping. Example maps are below:

Step 4: Summarizing goals, resources, and constraints (30 minutes). At the end of the mapping, ask each group to explain the specific goals for their garden, and write them on the map, (if possible).

Examples of production goals:

- To improve my family's nutrition
- To protect soil and water resources through good growing
- To generate income from selling surplus
- To have food all year round and in the lean season, by drying and preserving



Have each group present the maps, and help each group to summarize the resources and constraints that their particular land has, thinking about:

- Space—how much land is available to garden? Is it available all year round?
- Water access—where would water come from? Is it available all year round?
- Soil type and quality—what grows best here?
- Shade and sun—how much sun/shade does the space get?
- Ridges, slopes, fencing
- Family support – Who is likely to support with the garden?
- Pests or animals – is the space protected from chickens, animals, children? Is fencing needed?

CONSTRAINTS	CONSTRAINTS RESOURCES/OPPORTUNITIES

Step 5: Input: Different techniques for making the most of your land. Explain to the participants that every garden will be different, depending on the particular goals, the quality of the land and resources, the time you have, and the nutrients that you want to incorporate into the diet.

5.2.6 Module 12: Women's & Men's Main Farm & Backyard Garden Management

OBJECTIVES	<p>To understand how the community reacts to women's ownership of main farm</p> <p>To clarify and help the community understand the reasons behind women's ownership of main farms</p> <p>To promote common understanding among community members about equity over ownership of main farms and backyards</p> <p>To openly discuss and analyze personal feelings about garden management by men and women</p>
TIME FRAME	45 minutes – 1 hour
PARTICIPANTS	VESA/VSLA/HDA/MDA
Method/Tool	Fishbowl ¹⁶
MATERIALS NEEDED	Flipchart, Markers, Tape
VENUE	VESA/VSLA/HDA/MDA Meeting Place
Note	Start the session with reflection from participants on their action plans following the previous session!

Introduction

This session will help participants clarify and understand the reasons behind men's ownership of main farms and women's access to backyards. The gender division of ownership over and/or access to farm lands has given the women less access to food items produced on large farms and limited men from working on backyards and be able to produce nutritious foods for the HH. This module will help participants realize the importance of women's and men's access to both main and backyard farm lands for better family nutrition.

Activity Steps:

- Step 1:** Form two circles of chairs to create a "fishbowl." The inner circle should contain 4-5 people who are willing to share their experiences. The rest of the group forms the outer circle, and listens to those in the inner circle as they share their experiences. The people in the inner circle face one another and speak to one another; they do not physically interact with the outside circle.
- Step 2:** Establish ground rules with participants at the beginning of the exercise about listening respectfully and maintaining confidentiality

Step 3: Facilitate the discussion by asking the following questions to the inner circle

KEY QUESTIONS TO ASK

1. How do you manage farm work in your home?
2. Who manages the main farm in your community?
3. What are the responsibilities in managing the main farm?
4. Who does what in the main farm?
5. Do you think women can manage main farms? Why? How?
6. Who manages the backyard gardens in our community?
7. What are the responsibilities in managing the backyard gardens?
8. Who does what in the backyard garden management?
9. Do you think men can manage backyard gardens? Why? How?

Step 4: After the discussion among the inner circle has come to an end, the facilitator asks people on the outside for their observations and reflections. The objective is to have a very honest discussion about the social issues on farm management.

Step 5: Facilitate discussion on the following key questions with all participants:

- What happens if men have nothing to do with backyard garden management?
- What happens if women have nothing to do with main farm management?
- What is the relationship between better nutrition for households and communities, and men's and women's engagement in managing both main farm and backyard gardens?

Step 6: The facilitator summarizes the session using the note provided below.

NOTE TO THE FACILITATOR

Access to diverse food is one of the main factor in good nutrition and that is strongly linked to access to farm land and production. In Ethiopia main farms are owned by men while backyards are given to women for management and decision which will affect the HH dietary diversity according to different studies. To improve the dietary diversity of a HH women needs to have access to the large farms and be able to decide on the produced food items. Similarly men need to engage themselves in backyard garden management so that they will be able to help in production of vegetables and fruits for the HH.

5.2.7 Module 13: Seasonal Food Calendar

OBJECTIVES	To understand the benefits of food groups and foresee their sources for diversifying family's diet.
TIME FRAME	40 Minutes
PARTICIPANTS	Mixed Group
Method/Tool	Planning the diet ahead
MATERIALS NEEDED	Flipchart and markers/ cards with different food groups/printed seasonal food calendar and markers and pens. The facilitator can guide participants to work on a seasonal food calendar using flip chart and markers to draw the food groups.
VENUE	VESA/VSLA Meeting Place
Note	Start the session with reflection from participants on their action plans following the previous session!

Introduction:

The seasonal calendar shown in the table below helps individual households to plan ahead on how to diversify their meal depending on the availability of various food groups in different seasons. The calendar helps to visualize foods that can be grown, raised, or locally purchased in the upcoming months. Given increasing climate variability, seasonality of food production can easily be disrupted. Allow for discussion on this and what kind of climate or weather information helps to inform decision making. This will meet the objective of evaluating the use of climate information for men and women (see CARE Climate Vulnerability and Capacity Analysis for more detail)

Activity Steps:































- Step 1:** Get the participants in a group of husband and wife. In an event where one is absent, make sure that the one present is working on the seasonal food calendar alone to later take it home and validate with the other unless she/he is from a single-headed household.
- Step 2:** Give Participants the printed seasonal food calendar and take them through each food group. Encourage discussion on the benefit of each food group and explain the importance of dietary diversity.
- Step 3:** Ask each group/individual to indicate the sources of their food groups in the printed seasonal food calendar for the respective month by writing “grown”, “raised”, and “purchased”. This can only be done on a pictograph if participants are guided to draw the food groups. Make sure that they indicate at least one or two food items from all/four food groups per month. Remind them that the monthly calendar will need to be translated into their daily diet.
- Step 4:** Encourage participants to talk about the food groups they plan to grow and how they plan to do it using their home garden, and who will be responsible for making the decisions on what to grow and what kind of information informs those decisions. Emphasize the need for joint/sole decision making for the benefit of the household.
- Step 5:** Encourage participants to keep the seasonal food calendar in their houses/kitchens (if possible to paste it on the wall) to help them remind themselves the need for dietary diversity.

Closing:

The Facilitator asks if the participants have any questions. After answering any questions, the facilitator discusses the following points with the group:

- Closing Circle: The Facilitator asks the participants to form a circle and state one new thing they learned today about the topic under discussion.
- Action Plan: While participants are in their closing circle, the Facilitator asks each participant what they plan to do with what they have learned before the next meeting. The Facilitator must document the agreed action plan in a written form.
- Next Meeting: The Facilitator announces the date of the next training topic and meeting.
- Ending: The Facilitator thanks the participants for their participation and closes the meeting/training session.

Table: Ethiopian Seasonal Food Calendar ¹⁷

			 Plant  Harvest  Eat											
Food Group	Type		Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
Staples	Teff													
	Barley													
	Millet													
	Sorghum													
	Maize													
	Wheat													
Legumes/nuts	Lentils													
	Beans													
	Ground nuts													
	Chick peas													
Vegetables	Kale / swiss chard													
	Pumpkin													
	Orange sweet potato													
	Carrot													
	Broccoli													
	Squash													
Animal foods	Egg													
	Milk													
	Meat													
	Fish													
Fruits	Banana													
	Mango													
	Orange													
	Papaya													
	Guava													
Oils	Cooking oil													
	Avocado													

5.2.8 Module 14: Transect Walk¹⁸

OBJECTIVES	For the community to discuss the physical geography of its space as perceived by men and women, and where climate variability and disasters most affect them
TIME FRAME	90 Minutes
PARTICIPANTS	Mixed Group (sex and age)
Method/Tool	Transect walking and discussion
MATERIALS NEEDED	Flipchart and markers
VENUE	In the community
Note	A small group of 10-15 people is ideal

¹⁷ Adapted From: FDRE Ministry of Health and Ministry of Agriculture and Natural Resources. (2016). *Training on Infant and Young Child Feeding (IYCF) and Nutrition Sensitive Agriculture*: Prepared for Health and Agriculture Workers. P.19-20.

¹⁸ Adapted From: CARE (2014). *Gender-sensitive Climate Vulnerability and Capacity Analysis (GCVCA)*: Practitioners Guide. P. 56

Introduction

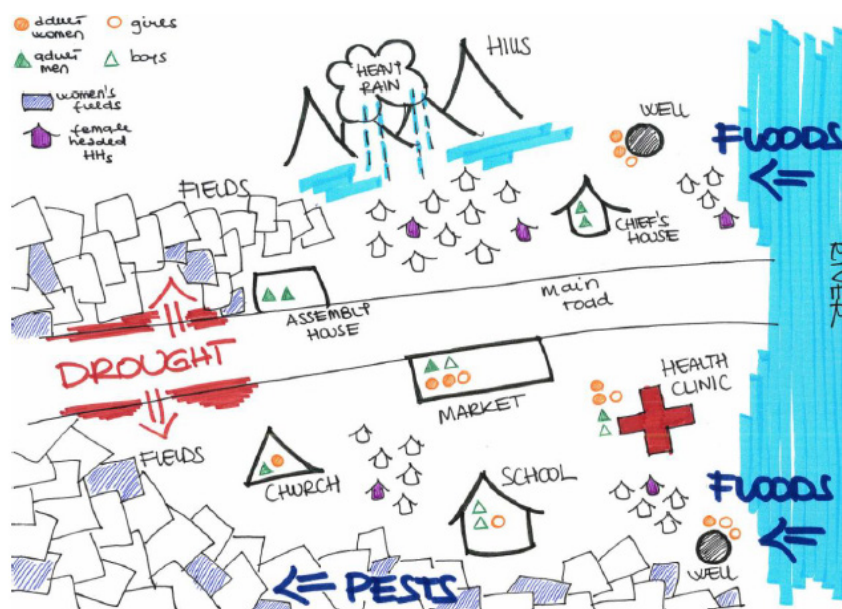
This module will help participants talk about their physical geography and how they interact with it. They will also be able to analyze the impact of climate change and disasters on their physical geography.

Activity Steps:

- Step 1:** The group leads a walk along an imaginary transect (imaginary line) through their community, showing the facilitator(s) what exists (noting what they do and do not remark upon can also be interesting and give an idea of what is important to them and what is not).
- Step 2:** Note down what the community have shown you, and note if there are any gender differences in what is deemed important.
- Step 3:** Draw your own map of the community, and mark the transect line that you have followed with the group. You can then highlight what they emphasised.
- Step 4:** Facilitate discussion on the following questions.
- Quality and state of infrastructure (water pumps, roads, school, other public facilities)
 - Who uses the different infrastructures?
 - What factors have affected the quality and state of infrastructure (e.g. food damage, neglect)?
 - How is the infrastructure affected by natural hazards? Has this changed in recent years? Has anything been done in response to it?
 - How is the quality of natural resources? (soil, fields, plots, trees, wild areas, rivers)
 - Are farms rainfed or irrigated? Who is in charge of irrigation?
 - Have people observed or experienced erosion, landslides, bush fires?

5.2.9 Module 15: Hazard Mapping¹⁹

OBJECTIVES	For the community to discuss how its physical and social environment is perceived differently by men and women;
	To identify important livelihoods resources in the community, and who has access and control over them
	To identify areas and resources at risk from climate hazards and natural disasters
TIME FRAME	90 Minutes (45 mins for map and 45 mins for discussion)
PARTICIPANTS	Mixed Group (sex and age)
Method/Tool	Map creation and semi-structured discussion
MATERIALS NEEDED	Flipchart and markers
VENUE	In the community
Note	You need 2 facilitators for this exercise



Example of a hazard map (CARE, 2013)

¹⁹ Adapted From: CARE (2014). *Gender-sensitive Climate Vulnerability and Capacity Analysis (GCVCA): Practitioners Guide*. P. 58

Introduction

This module will engage men and women in developing map of their community. The exercise will help illustrate the physical geography and what it means to men and women. Participants will factor hazard prone areas and how that affects their livelihood.

Activity Steps:

- Step 1:** Divide men and women into separate groups and explain to the participants that you would like them to build a map of their community.
- Step 2:** Choose a suitable place (ground, floor, paper) and medium (sticks, stones, seeds, pencils, chalk) for the map. If the map is made on the ground or floor, the note taker will then have to copy the map on a flipchart or in his/her notebook. A photo can also be helpful and is recommended
- Step 3:** After men and women build the community map ask members to identify a landmark in the community.
- Step 4:** Put a mark or a stone to stand for the landmark (e.g. a school, a Church, a Mosque etc.) NOTE: The facilitator should help the participants get started but let them draw the map by themselves.
- Step 5:** Ask the community members to draw the boundaries of the community.
- Step 6:** Ask men and women to draw the location of settled areas, critical facilities and resources in the community. This should include houses (the map doesn't need to show every house, but the general area where houses are located), community facilities (clinic, school), and natural resources such as forested areas and water bodies.
- Step 7:** When the community members have agreed that the map is representative of their community, begin the second step: identifying the hazards.
- Step 8:** Ask community members to identify the areas at risk from different types of hazards. These should include:
- Natural hazards such as landslides or fires
 - Climate or weather-related hazards such as droughts or floods
 - Health crises such as HIV/AIDS or malaria
 - Socio-political issues such as conflict or redistribution of land, etc.
 - Hazards that are mentioned that are not location-specific should be noted.
- Step 9:** let the men and women groups display the maps and reflect on the difference between the two maps. It is important to emphasize on what appeared to be important to men and women and why.

NOTE TO THE FACILITATOR

Here and in the other tools, this is the first “line of enquiry” that you may wish to use. Since we do not know how communities will respond to these, we cannot tell you what to ask next! But it is critical that you do not merely use the suggestions here and end up with a very superficial question-and-answer type discussion. Remember to probe any issues arising, in particular the gender and climate dimensions.

Step 10: When the maps are complete, ask the group members the following questions:

- Which are the most important resources for men and women (e.g. most fertile fields) and who owns them? Who works on them?
- Who has access to the resources shown on the map? Who controls this access?
- What are the impacts of the hazards identified?
- Are there different effects of these hazards on men and women? (Explore differential impacts of climate change)
- What does the map say about who is most affected by certain hazards? Does that resemble reality?
- Are the hazards different now than they were 10/20/30 years ago (depending on age of participants)? How?
- How do people (men and women) in the community currently cope with the impacts of the specific hazards identified? Are the current coping strategies working? Are they sustainable?
- Where community members identify the areas at risk from different types of hazards, also let them reflect on issues of labour division, access to and control over assets and services, and access to public spaces.

5.3 Gender in Productive Resources



Domain	Description (Ag)	Indicators for (Ag)	Description (Nutrition)	Indicators (Nutrition)
Resources	Ownership, access to, & decision-making power over productive resources such as land, livestock, agricultural equipment, consumer durables, & credit	Ownership of assets (land, livestock, ag. equipment)	Access to trainings for engagement in nutrition sensitive food production and consumption	Knowledge of undernutrition for engaging in nutritious food production and consumption
		Purchase, sale, or transfer of assets		Access to and decision on nutritious inputs (seeds)
		Access to and decisions on credit		Decision making and control over proportion of produce for sale and HH consumption Decision making in intra-household Food distribution
				Skill in cooking for IYCF

5.3.1 Module 16: Assets in the Household²⁰

OBJECTIVES	To identify what household resources exist and which are owned, controlled and utilized by men and women. To understand household power dynamics and its implication on the livelihood outcomes of men, women and children.
TIME FRAME	45 Minutes
PARTICIPANTS	Mixed Group
Method/Tool	Fishbowl
MATERIALS NEEDED	Idea cards and markers/picture code
VENUE	VESA/VSLA Meeting Place
Note	Start the session with reflection from participants on their action plans following the previous session!

Introduction:

Household livelihoods depend mainly on the ownership and utilization of assets. Members of a family build household assets by using different mechanisms. Women's involvement in household asset building and holding activities will change the household income status, which in turn leads to improved decision making on food security and nutrition, as well as education and health of the children and the whole family. This module facilitates discussion on how the community perceives women's participation in asset building and holding in rural communities.

Activity Steps:

Step 1: Create a 'fishbowl'

1. Introduce the topic and objective of the session
2. Ask participants if the topic is relevant to their context.
3. Form two circles of chairs to create a "fishbowl."
4. Select 3 – 4 active and willing participants to come together in the inner circle. The people in the inner circle should face and speak to one another; they will not physically interact with the outside circle.
5. Make the rest of the group form an outer circle.

²⁰ Adapted From: CARE Ethiopia. (2014). *Social Analysis and Action (SAA) for Food Security Programs Facilitation Manual*. P. 20-22

Step 2: Discussion

1. Make participants in the inner circle share their experiences on the following questions.
 - What kinds of resources/assets are there in a household?
 - Who owns the resources/assets?
 - Which resources do men and women control?
 - Who gives the decision on buying/ selling the resources?
 - Do members of a household negotiate on the decisions they make over resources?
 - In what asset building activities are women mostly involved?
 - Do women have control/decisions on the assets they build? Under what circumstances?
 - What are the key factors that encourage women in asset creation and holding? Are these practiced in the community? If yes, how, and if no, why not?
2. Encourage groups of the outer circle to listen to those in the inner circle as they share their experiences, and think about the following questions:
 - Are there assets in the community that participants in the inner circle missed?
 - How do women build assets in the community?
 - Are women accepted in building and controlling asset in this community?
 - Do husbands and the communities at large recognize women's asset building and control?
 - Are there other examples of asset building and control by women in this community?
 - What is the use of the assets built by women in the household?
 - Do women buy food for children with the assets they build?

Step 3: the opportunity for groups in the outer circle to reflect on the ideas forwarded by the inner circle group.

Step 4: Wrap – up group discussion

1. Conclude the session by asking participants what their perceptions on holding and controlling assets by women are in relation to the nutritional status of a household, and why?

5.3.2 Module 17: Livelihood Assets²¹

OBJECTIVES	To explore how social status determines a person's mobility To Explore how social status determines a person's access to community resources
TIME FRAME	1.5 to 2 hours
PARTICIPANTS	Mixed Group
Method/Tool	Asset Mapping
MATERIALS NEEDED	Flipchart paper, colored pens or markers, tape, any local material such as stone, leaves and tree branches.
VENUE	VESA/VSLA Meeting Place
Note	Start the session with reflection from participants on their action plans following the previous session!

Introduction:

In this module, participants will identify what they consider to be sources of social and institutional support within their community. Participants are also encouraged to consider the social and gender status in relation to access to resources. This activity is also a good way for development workers to obtain valuable information on resources that are already present in the community, as well as get a sense of what additional resources might be needed.

Activity Steps:

Step 1: Map drawing

1. Introduce the topic and objective of the session.
2. Ask participants if the topic is relevant to their context.
3. Distribute markers to all participants.
4. Ask participants to work together to draw a map of their community. (Make reference to the facilitator's tip provided below)
5. Ask each group to mark where different groups in the community live (the wealthy, laborers, different religious groups, different ethnic groups, original settlers, people who

²¹ Adapted From: CARE Ethiopia. (2014). *Social Analysis and Action (SAA) for Food Security Programs Facilitation Manual*. P. 22-24

arrived later, etc). Be careful not to direct what is being presented and how it is to be presented.

6. Bring the groups together to point out similarities and differences between the maps drawn by each group.

Step 2: Group discussion

1. Initiate a group discussion about the map drawn by participants based on the following questions.
 - Are you surprised by the amount of resources in your community? Were there more or fewer than you had thought?
 - Which places or resources can be visited by anyone in the community?
 - Are there any places or community resources that certain people might feel uncomfortable or unsafe visiting or using? Can you identify these places and resources on the map?
 - Does a person's caste, gender, ethnicity, age or education level determine the places they can go in the community?
 - Does a person's caste, gender, ethnicity, age or education level affect how they are received or treated in different places?
 - How do class, caste, religion, gender, age and disability influence a person's mobility or access to resources within the community?
 - Whose mobility is generally more restricted? Whose mobility is generally less restricted? Why is the mobility of some restricted while the mobility of others is not?

Step 3: Summarize and analyze

1. Wrap up the discussion by allowing participants to reflect on the issues they would like to change.

NOTE TO THE FACILITATOR

If participants have never seen a map, explain that you are asking them to imagine how their community would look like to someone in a plane, and draw that image on the paper. One alternative is to clear an area of dirt or sand and encourage them to create a map using objects found in nature; rocks, sticks or grass. Ask them to identify the various community resources by name or with a symbol (or an object, like a twig, if maps are made on the ground).

Explain to participants that resources are buildings, organizations, people or services that are available to the community when they are needed. Resources can mean roads, houses, health facilities (health posts, pharmacies, hospitals, clinics etc.), schools, religious buildings or leaders, water wells, public baths, markets, schools, factories, rivers, trees, midwives, social workers, teachers, doctors and so forth.

Some participants may not be accustomed to using a writing utensil, so encouragement and patience is needed. Reassure the participants that things do not have to be drawn exactly – the map is only to get a general idea of what the community looks like.

5.3.3 Module 18: Institutional Service Assets²²

OBJECTIVES	To explore opportunities and challenges women face to access and utilize public services and resources equitably, safely and timely.
TIME FRAME	1 hour
PARTICIPANTS	Mixed Group
Method/Tool	Group Discussion
MATERIALS NEEDED	Flip charts, markers, picture codes (pictures of crops grown with agricultural input and growing without agricultural inputs).
VENUE	VESA/VSLA Meeting Place
Note	Start the session with reflection from participants on their action plans following the previous session!

²² Adapted From: CARE Ethiopia. (2014). *Social Analysis and Action (SAA) for Food Security Programs Facilitation Manual*. P. 24-25

Introduction:

This module explores the risks women and men, girls and boys take when entering public spaces and accessing services, as well as the barriers they face in accessing quality services that are accountable, transparent and responsive to their needs and interests.

Activity Steps:

Step 1:

1. Introduce the topic and objective of the session.
2. Let participants reflect on why it is important to discuss agricultural inputs and services.
3. Divide participants into two groups.
4. Assign each group to discuss the following questions.
 - What extension services do you obtain in your area?
 - What agricultural inputs do you need in your area?
 - Do women get access to agricultural inputs/ service in your area?
 - Do women and girls go to extension demonstration day?
 - Do women and girls have access to health services?
 - Do women have access to rural credit (micro credit)?
 - What are the advantages and disadvantages of having information on agricultural inputs and service for food security

Step 2: Facilitate group discussion

1. Let each group present their discussion points to the larger group through their representatives.
2. Let participants reflect on the points raised from presenters.

Step 3: Wrap-up discussion

1. Wrap up the session by allowing participants to reflect on the issues they would like to change.

5.3.4 Module 19: Culture of Inheritance and Resource Ownership ²³

OBJECTIVES	To understand the limitations of the culture of inheritance for women to fully realize and exercise their right to land and other natural resources
TIME FRAME	2 hours

²³ Adapted From: CARE Ethiopia. (2014). *Social Analysis and Action (SAA) for Food Security Programs Facilitation Manual*. P. 24-27

PARTICIPANTS	Mixed Group
Method/Tool	Case Story
MATERIALS NEEDED	Flip charts and markers. (Take the Ethiopian constitution with you to read to participants and read the article on women out loud).
VENUE	VESA/VSLA Meeting Place
Note	Start the session with reflection from participants on their action plans following the previous session!

Introduction:

Women and girls traditionally do not have rights to ownership of household resources or assets. As a result, they have a minimal role in decision-making processes in the household, particularly around the use of household resources and income. Despite their major contribution to the household economy through labor, women and girls are deprived from entertaining their rights to ownership of household assets, mainly land which in turn leads to their economic dependence on men. It is only through her husband that a woman gains a degree of respect, status and 'voice' in her family and society and some control over household assets and resources. Although currently there are promising starts, with the government enabling women to have land ownership and inheritance rights, women are still the main victims of the culture of land inheritance, especially FHH women. This module will encourage the community to look at women's right to land ownership and inheritance in different ways.

Activity Steps:

Step 1: Case story

Tell participants Mulu's story.

MULU'S STORY

Mulu is a 56 old divorcee whose three children are dead. After her divorce, she came back to her home village to live with her widowed mother, who at that time was taking care of her two grandchildren, a girl and a boy, whose mother had also died. After a while, Mulu's mother died and the grandson (Mulu's nephew) became the head of the household 'inheriting' a large plot of farmland. With the understanding of sharing the lands production, he agreed that Mulu should sow cash crops on the land. However, when the cash crops were harvested, her nephew breached their agreement and chased Mulu away from the land.

Mulu then brought the case to the “ferd shengo” of her kebele. However, the shengo responded that since she was previously married she does not have the right to share her parent’s land with her nephew. She then took the case to the Kebele chairman whose response was the same. She suspected that her nephew bribed the kebele officials and the ferd shengo. Since then, more than four Kebele chairpersons have been appointed and retired, and although Mulu took her case to each one of them, she never received a positive response.

Knowing that she will not get justice from the kebeles, Mulu took the case to the Chiro woreda Justice Office. After a long process, the woreda court decided that the land should be given to Mulu. She was subsequently given an official letter from the Justice office ordering the Kebele to give her the farmland, or to provide her alternative farmland as a replacement for the previous one. However, when Mulu gave the letter to the kebele chairman, he told her that implementing the decision would be a very long process.

Finally, a very small plot of poor quality land was given to Mulu as a replacement. She sowed maize and haricot seed that she bought with the money she got from selling rewood. When the crop started flowering, Mulu’s nephew came to the farm, chased Mulu away and took over the land again. No one in her village tried to help Mulu affirm her rights. Rather they saw it as just another common occurrence that happens to many women in their community. Mulu has now lost hope in getting land and has started collecting and selling rewood as a form of living.

Step 2: Process discussion

1. What do you think of Mulu’s experience?
2. Do you think this kind of thing has ever happened in your area?
3. What are the cultural perceptions towards women landownership and cultural inheritance?
4. What is your perception on women landownership and cultural inheritance?

Step 3: Wrap-up the discussion

1. Wrap up the discussion by allowing participants reflect on the changes they would like to see with regard to women’s land ownership and inheritance.

TIP FOR FACILITATOR

After spending enough time (maximum 1hr), you need to explain women’s rights regarding land ownership and cultural inheritances by referring to the constitution for factual clarification and justification. **Ethiopian Constitution Article 35 states that:** Women have the right to acquire, administer, control, use and transfer property. They shall also enjoy equal treatment in the inheritance of property.

5.3.5 Module 20: Asset Building and Holding²⁴

OBJECTIVES	To understand how the community perceives women's participation in asset building and holding and to understand its effects on the household
TIME FRAME	45minutes
PARTICIPANTS	Mixed Group
Method/Tool	Fishbowl
MATERIALS NEEDED	Idea cards and markers/picture code
VENUE	VESA/VSLA Meeting Place
Note	Start the session with reflection from participants on their action plans following the previous session!

Introduction:

The food and nutritional status of a household is mainly dependent upon the assets found in the household and their utilization. Building assets in a household comes from the members of the family (mother, father and other members) being well equipped to work and earn income. Women become involved in the household asset building and income generation activities and the household income status will improve which may lead to improved decision making to buy and sell food and other items in long term which will help in food and nutrition security, and healthy family. Therefore this module will help facilitate discussion on the community's perception towards women's participation in asset building and holding.

Activity Steps:

- Step 1:** Select 3-4 active participants (both men and women) to start the discussion put them in a middle circle and others as outside circle around them. Let the inside circle start a discussion within the discussion in the middle of the group.
- Step 2:** These 3-4 participants will begin discussion among themselves on these questions:
- What are assets in your household? (take notes of the responses and discussion)
 - Who makes decisions where and when to use the assets? Why?

²⁴ CARE Feed the Future Ethiopia – Livelihoods for Resilience Activity. (2017). *VESA MANUAL*. P.57-58.

- Who decides / approves of selling and buying of assets? Why?
- What are the main things we buy after selling our assets?
- Do women control/decide on the household asset? Under what circumstances?

Step 3: Other participants sit around the discussants and observe their discussion and think about:

- Are there assets in the community that they are missing?
- How do women build asset in this community?
- Is asset building and control by women accepted in this community?

Step 4: Bring the shbowl to one big circle and discuss the questions below:

- How do women use the resources they access and control?
- How about men?
- How do you think more equal control and access of resources benefit the household?

5.3.6 Module 21: Women's Decision Making Over Engagement in On-Farm, Off-Farm and Employment

OBJECTIVES	To explore different context-specific opportunities for women's access to income To explore gender and social norm based challenges for women's diversified income generation engagement
TIME FRAME	45 minutes – 1 hour
PARTICIPANTS	Mixed group
Method/Tool	Possibility sorting (inspired by pile sorting)
MATERIALS NEEDED	Index cards titled On-farm, Off-farm and employment (must represent the local context)
VENUE	VESA/VSLA Meeting Place
Note	Start the session with reflection from participants on their action plans following the previous session!

Introduction

By listing the possible opportunities for women to engage in on-farm, off-farm and employment, this tool will explore what options exist in a particular community and help participants envision to engage in a diversified activities to expand their economic opportunities. This module will also help participants identify gender and social norm-based challenges for women's diversified engagement for income generation.

Three different Index cards:

On-farm

Off-farm

Employment

Activity Steps:

Step 1: Ask participants to define what these three categories mean to them? And make sure examples as below are provided

- On-farm activities:- Ploughing, weeding, harvesting e.t.c
- Off-farm activities:- Selling poultry, petty trades, handcraft e.t.c
- Employment opportunity :- working for a governmental/non-governmental/private sector organization or an individual/family for cash or in-kind returns as a janitor, Safety-net member, messenger, skilled labour, etc.

Step 2: Once defining the terms, ask participants to list out activities that are known in that area and categorize them under the three titles as appropriate. Once participants list activities that are common to their communities, ask them to get innovative and see if they can include potential income generation engagements that are not so common.

Step 3: Once activities are put under the three categories, ask participants to put dots on activities that are believed to only be done by men or women and both. They can use different colors of markers to put a dot for “men”, “women” and “both” on the index cards.

Step 4: Use the following reflection questions to facilitate a dialogue:

- Selected one activity (an activity marked for men) and ask if anyone has ever done it before, preferably women. Probe with the “why” question.
- Make the question more general and ask women participants if they have ever tried to engage in off-farm or employment opportunities. If so ask what motivated them and what challenges they faced(the challenge will give us an insight if it was cultural or personal barrier).
- What would happen if women engaged in (select one other activity marked as men's and show them).
- What are the difficulties in women being engaged in the above activity?
- Why are certain activities assigned for only women and men? Would they be open to try activities listed under the opposite sex? Will there be consequences especially on women?

Step 5: Now return back and ask every individual to think of which activities they feel comfortable to start working on? (Encourage them to move out of their routine activities and think of transformational approach.

NOTE TO THE FACILITATOR

During reflection challenge participants to think of engaging in activities that are not usually common for men or women to engage in within the community as we aspire to be transformational and encourage them to be innovative to expand their opportunities. Some times the usual economical activities might be result of what has been seen in that area, so shifting the participants thinking to see other possibilities will be useful. We have to also look for role models that already exist in that area so we can use them as motivation for both the gender transformational and innovative activities we envision for our men and women in that community.

5.3.7 Module 22: Knowledge of Policies and Laws²⁵

OBJECTIVES	To learn about Ethiopia's laws and policies related to land and succession, gender and GBV
TIME FRAME	2 hours
PARTICIPANTS	Mixed Group
Method/Tool	Lecture -Expert Led(women's affairs representatives at the kebele level)/Video/Audio(talking book)
MATERIALS NEEDED	An expert who knows the policies and laws of Ethiopia / a recorded video/audio on expert led lecture on the policies and laws of the country
VENUE	VESA/VSLA Meeting Place
Note	Start the session with reflection from participants on their action plans following the previous session!

Introduction:

This module will help participants know the legal framework in Ethiopia and the enforcement institutions in their communities. Participants will realize their rights and how it is protected by laws and communicated through policies and programs.

²⁵ Adapted from: Access Africa. (2013). *Village Savings and Loan Associations (VSLAs): Programme Guide-Field Operations Manual with Integrated Gender*. P. 162.

Activity Steps:

Step 1: Expert/video/audio presentation on the following topics

- Laws related to land, GBV and gender;
- How to comply with these laws
- Where and how to seek justice
- What structures of justice are present in village and other government structures

Step 2: Following the presentation, the facilitator leads a discussion with participants about what they have learned. This provides the opportunity to bring up any questions about the laws and express views about them. If the facilitator is unable to provide answers to some of the questions, he/she will need to take note and promise to participants that he/she will get back to them with the answer during the next meeting.

Example Questions:

- Are the laws and policies clear?
- Which policies and laws are still unclear?
- Which policies or laws did you know about prior to the session?
- How do you imagine implementation of the laws will affect your community? Your family?

5.3.8 Module 23: Access to Agriculture and Health Extension Services

OBJECTIVES	To explore the underlying causes of women's limited access to Agriculture and Climate Extension and Advisory Services To explore the underlying causes of men's limited access to health extension services To discuss underlying gender, power and social norms related to the underlying cause
TIME FRAME	1 hour
PARTICIPANTS	Single sex groups of both sexes
Method/Tool	"But Why" ²⁶

²⁶ Adapted from: CARE. (2017). *Social Analysis and Action for Food and Nutrition Security (SAA-FNS): A toolkit for addressing Gender, Power and Social Norms in Food and Nutrition Security Initiatives*.P.25-27.

MATERIALS NEEDED	Flip charts and markers.
VENUE	VESA/VSLA Meeting Place
Note	Start the session with reflection from participants on their action plans following the previous session!

Introduction:

In order to explore the underlying causes of women's limited access to agriculture and climate extension advisory services and men's limited access to health extension services and the root causes, this module will employ the "But Why" tool. "But Why" involves asking "Why?" a number of times in a row to uncover root causes of the issue that is being discussed. There is no right response but many possible responses. The sequence is as follows:

- Introduces the issue to be explored in this case "women's limited access to agriculture extension advisory services" and "men's limited access to the health extension services".
- Ask "Why?" this issue exists.

Each time the question is answered, ask "But Why?" again for the previous answer until no further answers can be given or the groups feel the root cause emerges.

Activity Steps:

Step 1: Inform participants that the issue they will explore is "women's limited access to agriculture and climate extension advisory services" and "men's limited access to health extension services" in their single sex groups.

Step 2: Divide participants into a "women" and "men" small groups of 3-5 and assign the issue "women's limited access to agriculture and climate extension advisory services" to the women group and the issue "men's limited access to health extension services" to the men group. One participant in each groups will state the respective issue. Another group member will ask "Why?", and the group will proceed to come to a consensus on why that issue occurs in their community. Then, Participants will take turns asking "But Why?" within their group each time the group comes to consensus to answer the pervious why. Ask participants to record the responses on flipchart paper as they proceed. Instruct participants to continue to ask "Why?" until the group is satisfied they have arrived at what they feel is the root cause, about 5-6 times.

Example:

"A little boy came to the clinic with an infection on his foot"

"Why?"

"He had a nail in his foot"

"But Why?"

"He didn't have any shoes."

"But Why?"

"His parents could not afford shoes."

"But why?"

"Their crops failed."

"But Why?"

"A bad drought"

"But Why"?

"Climate Change"

"But Why?"

"Global Greenhouse Gas Emission"

.....and so on

Note: "Why" might become difficult to answer, and that is fine. There are many root causes or gender/power dynamics that may not be acknowledged due to the culture or time. This activity is meant to encourage discussion and critical thinking, not provide answers or address all possible causes. It is important to go as far as possible as long as the responses are still revealing key underlying cause. Most likely you will not go further than 5 -6 Whys.

Step 3: Group Discussion

After each group has taken turns asking questions, reconvene as a large group and have each group present. Have each small group share their issues and the responses they generated.

KEY QUESTIONS TO ASK

Ask the following questions or create your own that apply directly to participants answers.

- Was anyone surprised by the connection between the first statement and the last answer to the “Why” question? How was it surprising?
- What does this exercise reveal about the root causes of agriculture and health extension services limited access to women and men respectively? Are there any “Whys” that are different for men and women, boys and girls?
- How might we use the results of this discussion in our work? Which level of causes could program interventions or the community effectively address?

Step 4: Summarize the major discussion points, and point out that the key point of this exercise is that the root causes for food and nutrition insecurity issues are often not the most apparent; we must continue to ask why and probe deeper. This process also helps the individual or the community answering the questions to reflect on their own answers (self-reflection), and is a critical first step in designing an intervention.

Example: The staff of CARE Honduras did a “But Why” exercise on the national data that stated that 1 in 4 Honduran children are stunted. Three groups starting with the same data followed 3 different routes: one political, one economic and one cultural. All were valid responses and work together as underlying causes of a high percentage of stunted children in the country.

5.3.9 Module 24: Income Control²⁷

OBJECTIVES

To show how forms of gender discrimination within the community and household can leave women farmers behind and affect the well-being of the family and community

To compare what is happening in the story with what is happening in the community.

²⁷ Adapted from: Oxfam UK and Ireland. (1994). *The Oxfam Gender Training Manual*. As cited in CARE Pathways to Empowerment Program. Farmer Field and Business School Toolkit. P.98-99

TIME FRAME	1 hour
PARTICIPANTS	Mixed group
Method/Tool	Case Study
MATERIALS NEEDED	Translated copy of the scenarios, in local language
VENUE	VESA/VSLA Meeting Place
Note	Start the session with reflection from participants on their action plans following the previous session!

Introduction:

Around the world, women play vital roles in agriculture, but they are rarely recognized as farmers, and extension services are less likely to reach them. Even when they have access to extension services and support, they face many disadvantages. They have to juggle household and farm work; they often get late access to land and inputs; they may get less information for marketing. Through case study, participants will explore some of these common challenges that female smallholders and their families face, so that they come up with potential solutions for this fictional village—and for their own community.

Activity Steps:

STEP 1: Introduction: Explain to participants that you are going to start reading a story that requires active listening. Start telling aloud the story:

“The story’s village [MAY INSERT VILLAGE NAME] was a farming community, where both women and men grew crops. Recently, men had started going away for work, leaving women to do most of the farming. Women did their work by hand. Women’s production was low, and by the end of the season, many had to sell their crop right away, when the price was lowest. Many of the children went hungry at the end of the season, and malnutrition was common.”

Pause and check that participants are listening before continuing:

“Now in that area there is a Development Committee, which saw the problems of the women and organized different supports to them. The Agriculture Department and some NGOs organized the women into groups for training. A loan group supported women to get small loans. The village chiefs gave some land for demonstration plots, and the women started to meet every week for training. The women learned improved planting techniques and new seed varieties to improve their yields. They learned when to plant, weed, and harvest, and how to sort through at the end of the harvest. They learned about nutrition, how to grow a nutrition garden, and how to intercrop vegetables and beans to grow a diverse diet.

They learned about how to set a good price for the crop and to estimate the cost of production. The women of the village were very excited about these initiatives, and the opportunity to earn income."

STEP 2: Read the role-play scenario

Pause and explain to the participants that we are going to look inside some of these households and see what happened within the group. Read the following story aloud, or ask for volunteers to act out the scenario.

CASE STUDY – Semira's Story

Semira was eager to join the loan group, because she wanted to invest in some tools to make her production easier, and she wanted to expand production of a variety of groundnuts that was in demand on the market.

Semira's husband gave her the initial loan seed money, but when it was her turn to take the group loan, he took the loan and invested it in his own livestock production. Every time she tried to ask her husband for the repayment, her husband scolded her and said that it was his money to begin with. He also said his activities are more important because he is the head of the household.

Semira has already missed three payments to the group, and is started to feel ashamed.

Semira worked hard at her crops and had a good harvest. At the end of the season, though, it was her husband who took it to the market. He collected the money and distributed the money as he thought best. He used some to repay his own loans, some to purchase livestock feed, and some on leisure. The rest he gave to Semira for the children's school fees. By the time she got the income, there was not enough for her to invest in her production or purchase the tools she needed.

STEP 3: When the reading/role play is over, finish the story by saying:

"At the end of the day, the men of the village wondered why their wives had learned nothing at all from their agriculture training! The women of the village wondered why they felt farther behind than before!"

STEP 4: Discuss the scenario by asking:

- What is the problem in the story?
- What did the character hope to achieve?
- How did he/she try to apply new knowledge?
- What prevented her from succeeding?

STEP 5: Apply these ideas to your communities and groups by asking:

- Does this type of scenario also happen in our community? Why?

- Is there anyone within our group who is struggling with these problems?
- How are they coping with these issues?
- What can we do to change the situation?

STEP 6. A solution for the village. Ask for volunteers to envision a better scenario for the women of the village and act out the ideal scenario.

5.3.10 Module 25: Decision Making in Loan for Livelihood Activities²⁸

OBJECTIVES	To explore alternatives of equal decision making
TIME FRAME	1 hour
PARTICIPANTS	Mixed group
Method/Tool	Case Story
MATERIALS NEEDED	The Story of Tegbar and Kebebush translate in local language
VENUE	VESA/VSLA Meeting Place
Note	Start the session with reflection from participants on their action plans following the previous session!

Introduction:

This module will help participants realize the limited role of women in decision making regarding loans and how that affects the entire family. The case story will encourage participants to relate the issues to their real life situation.

Activity Steps:

Step 1: Read Tegbar and Kebebush's story out loud below:

²⁸ Adapted from: CARE Feed the Future Ethiopia – *Livelihoods for Resilience Activity*. (2017). VESA MANUAL.P.67-68.

The story of Tegbar and Kebebush, Episode 2 – Decision-making

Tegbar and Kebebush are still struggling with budgeting and money management, but they have made efforts to improve their livelihoods. Kebebush has improved her vegetable business and their family's nutrition by producing tomatoes, onions and carrots in their small backyard plot of land. Tegbar wants to start making more money too, so he takes a training from his DA on shoat fattening. After completing the training and having the DA help him with his business plan, Tegbar goes to the MFI. However, the MFI does not give him the loan because he did not bring his wife Kebebush along. The next day he tells Kebebush to accompany him to the MFI to get the loan.

After taking the loan, Tegbar buys three goats to be fattened, spending 600 birr each. He does not tell Kebebush how much he spent on the goats. He gives her responsibility for caring for the goats, but he does not give her any money to buy feed for the goats, nor does he share the information the DA gave him about shoat fattening.

Since the purchase of the goats, Kebebush has become unbearably busy. She is trying to manage her backyard garden and business of selling vegetables, taking care of the goats and the household chores. She feels that none of these things are going well at present. The goats do not have enough feed so they look thin, she is late for the market most days and therefore does not sell as much as she used to. Meals are usually served late so the children are late for school. Tegbar complains about not having meals on time and everyone complains about not having enough food.

Step 2: Divide participants into two groups (mixed sex groups). Ask them to discuss the following points:

- What do you think Tegbar and Kebebush should have done before they took loan?
- What do you think Tegbar should have done before buying the goats?
- Why didn't Kebebush have any say on the loan usage?
- Do you think there will be any difference if Kebebush was involved in the decisions Tegbar made? What difference do you think it could have brought? [If not reported by the group, explain here that equal/shared decision-making builds coordination and better effectiveness of members in a household. This makes the household more productive and healthier since responsibilities will be shared, burdens of each will be understood better; they will have a more peaceful family; better nutrition as a result of shared decision. Therefore, they will be a happier, healthier and more resilient household.]
- Is there any similar story in your community?

Step 3: Ask both groups to present what they have discussed. After their presentation, bring the groups together and ask what do you learn from the story.

Step 4: Summarize the main points as:

- Most decisions and higher-level decisions are made by men in the community
- Social norms give men the responsibility of decision-making
- Women and men can discuss and share decision-making
- When one spouse controls and decides on resources, but the other spouse is responsible for works related to that resource, the household will not be productive.
- We have seen that equal decision making makes a healthier, happier and resilient household.

5.3.11

Module 26: Access to and Decision on Nutritious Inputs (Seeds) I

OBJECTIVES	To understand how the community access nutritious inputs (seeds) To openly discuss about the decision-making role of household members regarding buying and growing nutritious inputs (seeds)
TIME FRAME	45 minutes – 1 hour
PARTICIPANTS	Mixed group
Method/Tool	Input mapping and FGD
MATERIALS NEEDED	Flipchart, Markers, Tape
VENUE	VESA/VSLA/HDA/MDA Meeting Place
Note	Start the session with reflection from participants on their action plans following the previous session!

Introduction

Eating a variety of food groups is a key to having a healthy body and carrying out all bodily functions. Growing own healthy food can help communities and households make sure that their families have healthy, balanced diets for optimum health and growth. In order to have access to these foods, a family or community needs to know how/where to access those seeds, as well as understand who makes decision on what seeds to buy and grow for better nutrition. This session will help participants clarify and understand how they can access nutritious inputs (seeds). Moreover, the gender roles that have typically given women less power to decide in buying and growing nutritious inputs (seeds) for the HH will be examined.

Activity Steps:

Step 1: Introduce the session topic – Welcome and greet participants. Introduce to the participant

that the households nutrition need can be addressed at household and community level by growing and or rearing animal around homestead.

Step 2: Explain to participants that the aim of this activity is to assess the potential nutritious input sources, constraints to buy and or grow and opportunities to overcome the constraints.

Step 3: Using brainstorming as a technique, draw the below table on a flip chart, facilitate discussion and complete the table with participants so that potential nutritious input (seed) sources in the community are identified and constraints and opportunities to access and grow nutritious input(seeds) is explored. Note that the below table shall serve the facilitator as a reference and examples can be provided but participants need to identify all sorts of nutritious seeds/crops, the source, constraints and opportunities to grow.

Constraints and opportunities to access nutritious input (seed) and grow nutritious food

Type of nutritious seed/crops	Source of the nutritious seed	Constraints to grow	Opportunities
Energy-rich crop			
e.g orange flesh sweet potato		Knowledge on the crop, access to planting material, security from animal intrusion (for home garden), heavily dependent on water	Readily available guidance on the technology from research institutions; DAs already know the technology and are ready to train the community; DA can assist community to get organized to access the seed/planting material; fencing using locally available wood
Cassava		Knowledge on the crop, access to planting, security from animal intrusion	Improved varieties along with a full production package
Other indigenous crops			
Fat-rich crop			

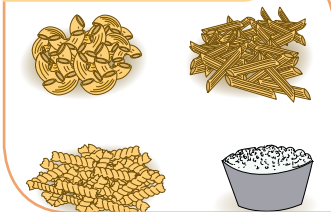
e.g. Avocados		Inadequate farmer skills and knowledge of production and product management affects the supply	Avocado production is characterized by low inputs with Farm Yard Manure (FYM). The major amendment made to soil to boost productivity and chemical inputs are not used for fertilization or pest treatment.
Other indigenous crops			
Vitamins and mineral rich foods			
e.g. fruits and vegetables		Lack of water	Kitchen waste water/keyhole gardening
Animal source food			
e.g. Poultry		Predators attack	Small-scale back yard mobile poultry cage
		Lack of labor	
		Cultural barrier to consume poultry meat	Some households have started consuming (use this as model to promote poultry meat consumption)

Step 4: Show the below illustration to participants (provide printed copy) and facilitate discussion on the following questions.

Decide to save all of it in the MFI



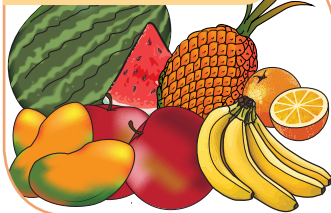
Decide to buy cereals (rice, pasta, teff, maize)



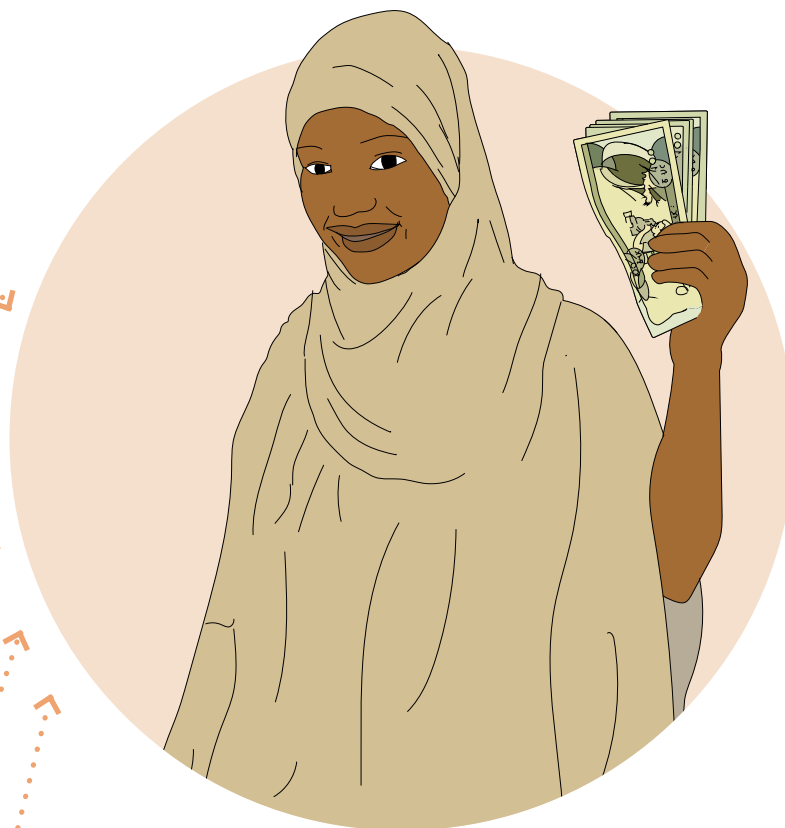
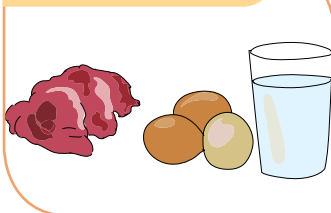
Decide to buy feed or fodder



Decide to buy diverse fruits and vegetables

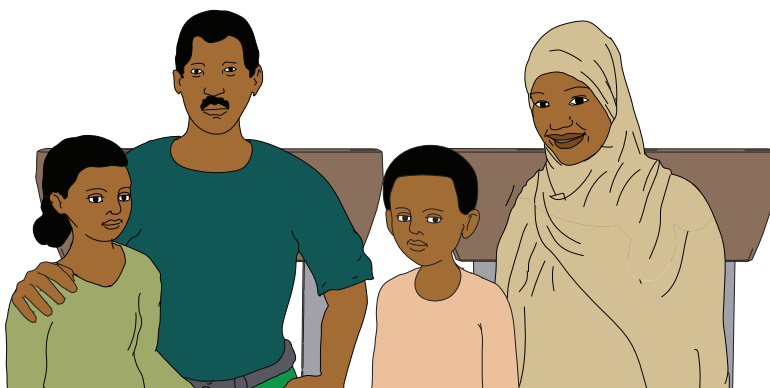


Decide to buy dairy products and meat



Use your money wisely!

Build a healthy and happy family.



KEY QUESTIONS TO ASK

1. What do you see in this picture?
2. **Is there a correlation between women's economic empowerment and their decision-making power over what to buy and grow?**
3. Do women and man have equal access to nutritious inputs (seeds) in our areas?
4. **Is it important for women to have equal decision-making power with men with regard to what to buy and grow? Why/why not?**
5. **Who decides on what to buy, grow and consume in the household? Why?**
6. Who have access to the nutritious inputs (seeds) in our areas? Why?
7. Do you think women can decide to buy and grow nutritious inputs (seeds)? Why? What is the positive or negative consequence?
8. What can we do better to access nutritious input (seeds)?
9. What can we do better for men's and women's joint decision-making on what to buy, grow and consume?

NOTE TO THE FACILITATOR

Ensuring access to nutritious inputs (e.g. seeds) is one of the main factors for facilitating nutritious food production at the household and community levels. Improving the dietary diversity of HHs require availability of nutritious inputs(seeds)/foods and decision-making on the type of inputs (seeds) to grow or on the types of food to buy from the market. In most communities, women take the responsibility to cook and feed the family. On the other hand, they have limited information on the types of inputs (seeds) to grow for better nutrition of their family and community provided their limited access to agriculture and climate extension advisory services and their low decision-making power in the household. Moreover, there is a gap in communication between men and women on what to produce and consume while gender roles place men in production and on the purchasing power spectrum while women are on the consumption spectrum. Another gap is who gets access to information regarding nutritious food. The Health Extension Workers (HEWs) majorly target women and women have better access to information on nutritious foods for their family. However, if they are not considered farmers and have decision-making power on what to produce/buy, availability of nutritious food both in the market and for household consumption will be constrained. The same goes for men; their distance from the health extension will limit their information about nutritious foods and the possibility of growing and buying nutritious food for their household and community is minimal.

5.3.12 Module 27: Access to and Decision on Nutritious Inputs II²⁹

OBJECTIVES	<p>To ensure participants are aware of the basic principles of a household budget</p> <p>To enable participants to critically reflect on how control and access over resources can impact a household's nutrition</p> <p>To understand the time and labor required to complete tasks related to diversifying diets.</p>
TIME FRAME	45 minutes – 1 hour
PARTICIPANTS	Mixed Group
Method/Tool	The care wallet
MATERIALS NEEDED	Two Small money bags (for female groups), Two wallets (for male groups), Flipchart, Markers, Tape
VENUE	VESA/VSLA Meeting Place
Note	Start the session with reflection from participants on their action plans following the previous session!

Introduction

This tool focuses on how households earn and spend their income on goods and services related to healthy dieting. This session will analyze how households distribute their income to provide care in terms of nutrition and healthy dieting.

Activity Steps:

Step 1: Divide participants into four (4) groups that are two groups of men and two groups of women.

STEP 2: In each group, draw out a wallet/purse or small moneybag on a flip chart. In each group, get one participant to use their expenditure for last month as an example. Ask the question, 'What expenditures did your household have in the last month? Answers may include: medicine; clothes/uniforms; food; water; energy; soap; brooms/cleaning materials; school materials; livestock; alcohol drinks; transport; mobile phones; seeds. From it, participants

²⁹ Adapted from: OXFAM. (2017). *Recognizing, Reducing, Redistributing, and Representing Care Work to Achieve Social Good, Gender Equality and Justice: A Training of Trainers Manual on Unpaid Care work: We-Care Women's Economic Empowerment and Care program*. P. 27-28.

can draw lines from the wallet/purse to each expenditure item. Additionally, the group may decide to make the line thicker/thinner or to put a bigger/smaller amount of money on each item according to how much the person spent on it.

NOTE TO THE FACILITATOR

It is important to bring a purse or wallet, or to at least, draw an image of a wallet or purse on a flipchart before the session. You could split men and women into separate groups for this exercise.

Step 3: In relation to the expenditure given, each group should then answer the following:

- Of these expenditures, which ones relate to diets of the household?
- Which ones support you to care for children and pregnant or lactating women?
- Are there other dietary expenses that are not included here?

Step 4: Ask each group the following: What expenditures and investments could the household make that would reduce the time and labor or the difficulty of providing healthy diet for the household? (Example: related to water management, laundry, food processing and preparation, care of children/elderly, disabled).

Step 5: Bring the groups together and discuss the outcomes considering the differences between men and women based on the following questions:

- Who buys these goods in your household?
- Of these expenditures, which ones relate to the family's diet?
- Which ones support you to care for children and pregnant and lactating women?
- Are there other dietary expenses that are not included here?
- Are there any dietary/eatable goods that you cannot buy?
- If you do not have money yourself, whom do you ask for money to buy these goods?
- Who decides how to spend the money on these different goods?
- Could members of your family share these expenditures more evenly? Why/why not?
- What would you need to spend more or less on? How does that benefit the family?
- How does this wallet/purse or small money bag impact the amount of work related to healthy dieting that you have to do yourself? How does this affect your own diet and health?

NOTE TO THE FACILITATOR

This is a sensitive discussion to hold with women and men together in a mixed group. Women may have limited control over how to spend money at the household level, even if they contribute to the household income. Facilitators should use this tool with women and men separately (in a group) initially so as to have a genuine discussion as to how a household earns and spends their income.

It is likely that poorer households will spend a far larger share of their income on goods and services that relate directly to food in order to meet their basic needs. In poor households, there will also be more money spent on goods or services assumed to relate to caring for and diets of members that we need to assess.

5.3.13 Module 28: Who makes Decisions on What to Consume and Sell³⁰? I

OBJECTIVES	<p>To jointly discuss financial management patterns and different spending priorities.</p> <p>To illustrate the importance of women's contributions and to negotiate household expenditure priorities that contributes to overall household well-being and good nutrition.</p> <p>To promote equitable decision making between men and women over use of income.</p>
TIME FRAME	45 minutes – 1 hour
PARTICIPANTS	Mixed Group
Method/Tool	The leaky bucket
MATERIALS NEEDED	Flipchart, Markers, Tape
VENUE	VESA/VSLA Meeting Place
Note	Start the session with reflection from participants on their action plans following the previous session!

Introduction

This tool will help participants evaluate the source of income and spending priorities. Although men

³⁰ Adapted from: CARE- Enhancing Nutrition Stepping up Resilience and Enterprise (ENSURE) program: *Social Analysis and Action (SAA) / Gender training guide for field staff on Health and Nutrition*. P.30-32.

and women participate “jointly” in many decisions, women do not always have a real or equal say in the decision. They may be “consulted” about the discussion, but if they cannot change the outcome, they do not really have equal say. In some cases, family members may simply be “informed” about a decision, after someone else has taken it—they have no real control over the decision. This evaluation of income sources and spending priorities can help families make nutrition and other decisions together.

Activity Steps:

Step 1: Divide participants into two groups of men and women. Ask the respondents to draw a picture of a bucket representing all of the sources of revenue that are important for their households.

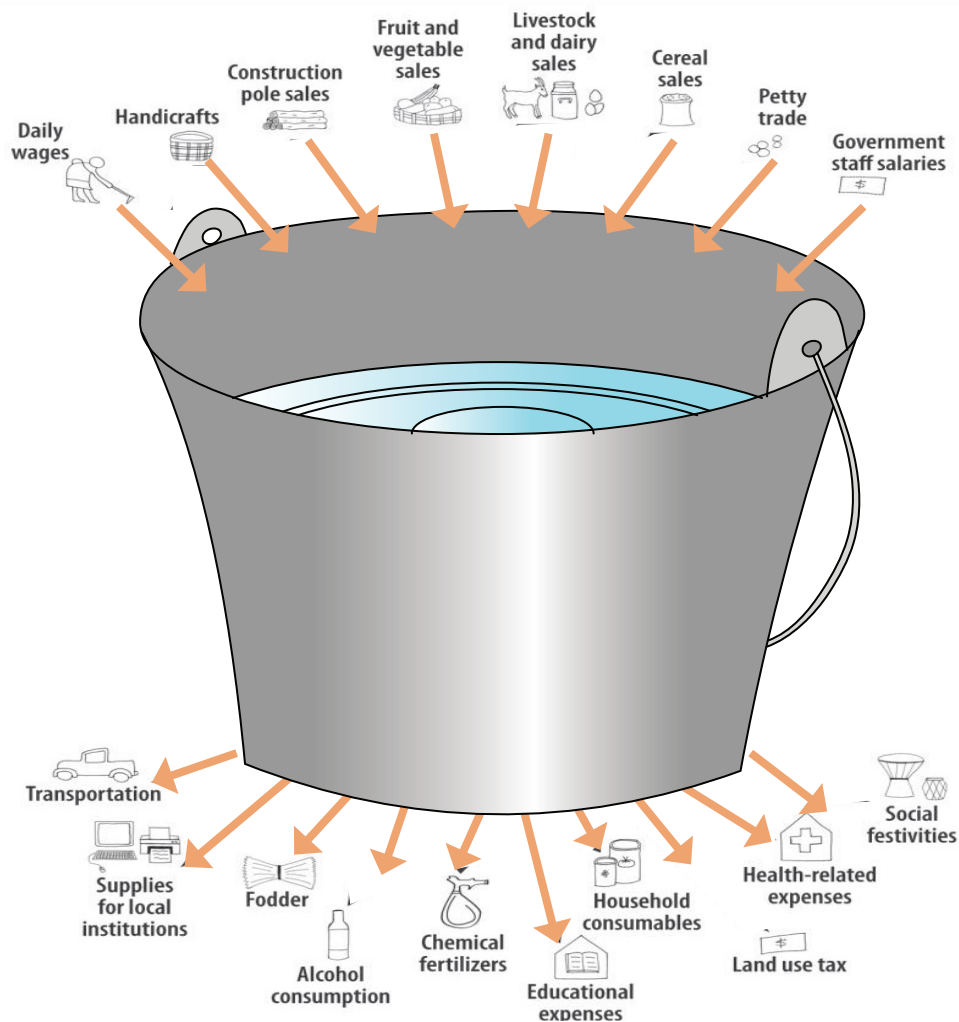
At the top of the bucket, illustrate all of the income sources that come into the households. (This can include family loans, VSLA loans, sales of cash crops, food crops, livestock, the crop borrowing from family, sale of land, etc.)

- Use thicker arrows to indicate the bigger streams of income, smaller arrows to indicate smaller streams of revenue.
- As participants list each source, they should identify on the chart who usually brings it into the household.

Step 2: At the bottom of the bucket, list all of the expenditures that come out of the household budget. (School fees, celebrations, groceries/ food items, cigarettes, beer, clothes, house maintenance, etc.)

- As the groups list each expenditure, they need to identify on the chart who usually makes the decisions about this expenditure.

Step 3: After participants list the expenditures and income, let them estimate how full the bucket is and use markers/colored pens to indicate the level. If expenditures and income are equal, let them fill the bucket halfway. If expenditures are greater, the water will be lower; and if income is greater than expenditure, the water will be higher.



Step 4: Lead a discussion about the financial streams and in flows:

- What are the important streams of income into the household? Who is involved in this revenue-generation?
- Why do men/women take different income opportunities?
- Which income opportunity require the most labor and time from men and from women?
- How do men and women's contributions fill the bucket?
- How have the VESA/VSLA savings and agricultural production/women's crops contributed to the level in the bucket?
- What are new or promising sources of revenue?

- How do you balance income from sells of food products and consumption for the family?

Step 5: Lead a discussion about spending priorities and financial decision-making patterns:

- What do you think are the most important expenditures?
- What are the non-essential expenditures, if any?
- Who gets to make decisions on these expenditures?
- Why do men /women make different decisions? What happens if you disagree with other family members/spouses about an investment or expenditure?
- What do families most frequently argue about when it comes to expenditures? How do they usually make this decision?
- If you could cut expenditures to raise the level of revenue in the bucket, where would you cut?
- If you had more money in the bucket, where would you want to spend more money?
- Are you generally satisfied with the way your family makes financial decisions? If not, what changes would you want to see?
- How does your income and expenditure affect the nutrition of your family? What would you do to improve your family's nutrition?

Step 6: Facilitate a discussion to help men and women on financial decision-making processes.

- What have we learned about women's financial and labor contributions?
- What gives some household members more voice in decisions than others?
- What is the benefit of looking at the picture together?
- What have we learned from doing this discussion together?
- What skills have we learned that can help solve difficult disagreements/problems in the household?

NOTE TO THE FACILITATOR

Social norms give men the responsibility of decision-making over income. However, women and men can discuss and share decision-making on income and expenditure. When one spouse controls and decides on resources, but the other spouse is responsible for works related to that resource and family nutrition, the household will not be productive nor healthy. On the other hand, equal decision making makes a healthier, happier and resilient household.

OBJECTIVES	To explore decision making power of men and women on what to consume and sale and its consequence on HH food and nutrition security To understand how decision-making can negatively/positively affect the household nutrition status
TIME FRAME	45 minutes – 1 hour
PARTICIPANTS	Mixed Group
Method/Tool	Fishbowl
MATERIALS NEEDED	Flipchart, Markers, Tape
VENUE	VESA/VSLA Meeting Place
Note	Start the session with reflection from participants on their action plans following the previous session!

Introduction

When women are not empowered to make more decisions on their own, the household runs less efficiently (they have to wait for another person to make decisions). When one person takes decisions for others, they have a tendency (whether they realize it or not) to act in their own interest.

Within the same household, women sometimes have different perspectives, different needs, and different information than men; this information is important for making decisions that benefit everyone in the family. Women also make significant contributions to the income, family care and nutrition; they have the right to participate in important decisions.

This tool will help participants understand how decision-making can negatively/positively affect the household nutrition status. Important decisions can be difficult to make. Through the fishbowl exercise, participants will explore what those decisions are, who makes them, and how they are made.

Activity Steps:

- Step 1:** Form two circles of chairs to create a “fishbowl.” divide participants into men and women groups. The inner circle should contain the men or women the women group who are willing to share their experiences. The other group forms the outer circle, and listens to those in the inner circle as they share their experiences. The women/men in the inner circle face one another and speak to one another; they do not physically interact with the outside circle.
- Step 2:** Establish ground rules with participants at the beginning of the exercise about listening respectfully and maintaining confidentiality.

Step 3: Facilitate the discussion by asking the following questions to the inner circle and once discussion is over, let the groups exchange sits so that the observer's group gets to share their experience sitting in the inner circle.

KEY QUESTIONS TO ASK

1. How do you manage the harvested crops in your home?
2. How do you manage livestock and poultry?
3. Who manages the main harvested crops/livestock/poultry?
4. What are the responsibilities in managing different crops/livestock/poultry?
5. Who decide for consumption and sale in your home?
6. Do you think that you have decision-making power on the consumption and sales of crops/livestock/poultry? If yes, What is the positive or negative consequence? if no, what do you feel?
7. Do you think that you need more power over making decisions regarding consumption and sales of crops/livestock/poultry? Why? (for the women groups)
8. Do you think that your decision-making role over what to sell and consume represents the family's interest?

Step 4: After each group shares their feelings around the guiding questions, the facilitator asks groups (who were in the outer circle) what they felt about people's experience shared in the inner circle and whether that inspired a need for some kind of change on how decisions over consumption and sell of harvest and livestock/poultry should be made for better household nutrition.

5.3.15 Module 30: Understanding Undernutrition I³¹

OBJECTIVES	To identify immediate, underlying and root causes of under-nutrition. To develop an understanding about nutrition in relation to other every-day practices and decisions.
TIME FRAME	1 hour

³¹ Adapted from: Helen Keller International in Bangladesh and Save the Children, USA. *Understanding Nutrition in nutrition family community*. P.51-53. ISBN 978-984-33-1706. As cited in CARE Pathways to Empowerment Program. *Farmer Field and Business School Toolkit*. P.123-125

PARTICIPANTS	Mixed group
Method/Tool	But why and Problem Tree
MATERIALS NEEDED	Large sheets of flipchart paper, markers or pens
VENUE	VESA/VSLA Meeting Place
Note	Start the session with reflection from participants on their action plans following the previous session!

Introduction:

Undernutrition is a multifaceted condition, with a variety of factors that surround agriculture, women's empowerment, and access to food. Understanding the underlying causes of undernutrition will help individuals address the presence of undernutrition. This module will help unpack specific problems that arise from undernutrition as the one covered in this session

Activity Steps:

Part I: But Why?

Step 1: Explain to the group that we will start with an exercise to practice determining the root causes of a problem. Divide the group into sub-groups of three or four people.

Step 2: Give each group a simple nutrition question, such as:

- Why do women think they do not have enough breast milk to feed their babies?
- Why do women feel they do not have enough time to breastfeed their baby as much as is suggested by health workers (10 times per day)?
- Why are mothers responsible for the health of their children?
- Why do fathers make the decisions about what the family eats?
- Why do some women have "low blood?"
- Why do some babies get sick easily?
- Why are their "lean" months each year?

Make sure that the same statement is given to at least two groups, and that the groups that have the same question cannot hear each other.

Tell the groups that they must determine the real cause of the observation by continuing to ask "But why?" until a satisfactory answer is found. It may be useful to do one example as a group before dividing into sub-groups.

Step 3: Bring the participants back to plenary and ask them to discuss their experience. Were they surprised by their findings? Did groups with the same question have similar explanations?

Explain to participants that we will now use this technique to determine the underlying causes of nutrition problems they experience in their communities.

PART II: CREATING A PROBLEM TREE

Step 1: Have participants look around or think about a tree. Then, ask them the following questions:

- What makes trees strong?
- How do they become strong?
- Which parts of the tree do we see?
- Which are invisible?
- Why are the roots of the tree important?

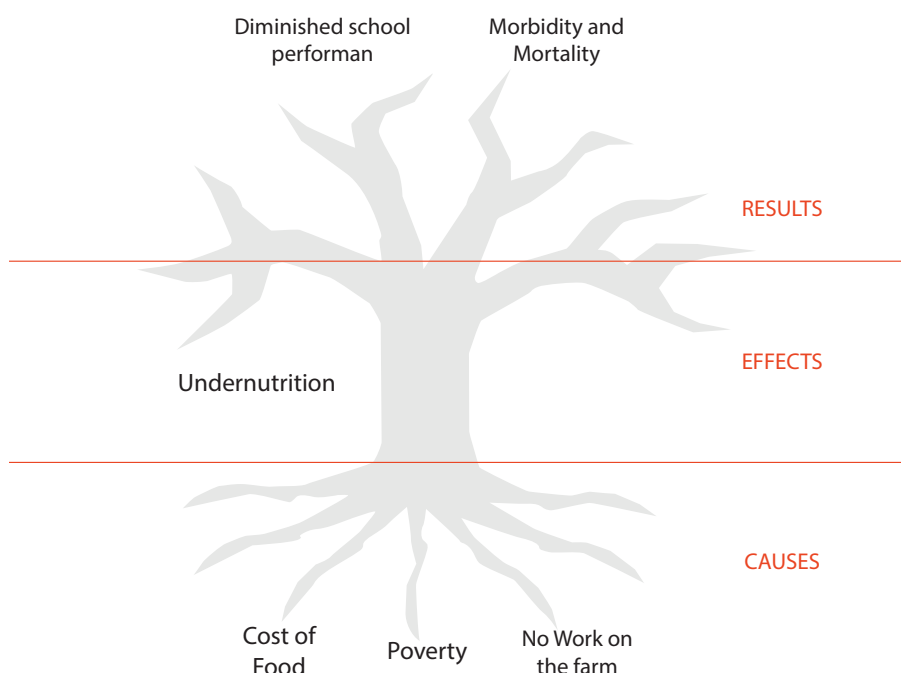
Point out that the roots of the tree give it strength & nutrients, and help it grow. But if the tree has weak roots, the tree may not grow well. Explain that this session will be about identifying and explaining the root causes of malnutrition. We will create a tree to find out the roots of undernutrition, or a more specific, contextually relevant nutrition problem, which could include anemia, low birth weight, or vitamin deficiency.

Step 2: Drawing the trees. Divide the participants into groups of 4-5 participants and give each a piece of paper and markers. Ask the participants to complete the following tasks, allotting them a total of 20 minutes and guiding them with sub-questions:

1. Draw a tree and label the trunk of the tree “undernutrition” (or a more specific, contextually appropriate nutrition issue such as those listed above in Step 1)
2. Draw the branches and leaves (the parts we can see). Label the branches with the signs of undernutrition.
 - What are the signs that a child or adult is undernourished?
 - What are the results of such undernourishment?
3. Draw in the roots of the tree: Label the roots with the “Causes” of undernutrition.
 - What are the causes of undernutrition? Causes answer the question why does it happen?
4. Bring the groups together and review:
 - What are the signs and signals of malnutrition that are common to all the drawings?
 - What are the causes of malnutrition? (Add any details that might be missing.)

Step 3: Reflection. Summarize the key points:

- Undernutrition is complex. There are basic and root causes that we often don't see. We can use the "But why?" Technique to determine these basic and root causes.
- Undernutrition is dangerous, because a weak body cannot easily fight infections and can fall sick more easily. Once a person gets sick, she or he may become even more malnourished.
- To address undernutrition, we need to look at household level, community level, and even beyond.
- Ask participants to see if they can pick the root causes that are present at the different levels. Which ones can they address? Which can be addressed through households? Which roots are tied to the community or could be helped through communal action?



5.3.16

Module 31: Understanding Undernutrition II³²

OBJECTIVES	To identify immediate, underlying and root causes of undernutrition.
	To develop an understanding about nutrition in relation to other everyday practices and decisions
TIME FRAME	1 hour

³² Adapted from: Helen Keller International in Bangladesh and Save the Children, USA. *Understanding Nutrition in nutrition family community*. P.51-53. ISBN 978-984-33-1706. As cited in CARE Pathways to Empowerment Program. *Farmer Field and Business School Toolkit*. P.126-128

PARTICIPANTS	Mixed group
Method/Tool	Problem Tree
MATERIALS NEEDED	Large sheets of flipchart paper, markers or pens
VENUE	VESA/VSLA Meeting Place
Note	Start the session with reflection from participants on their action plans following the previous session!

Introduction:

Undernutrition is a multifaceted condition, with a variety of root causes that can be addressed through multiple levels, including the household, community and beyond. The root causes identified in Part I: Creating the Problem Tree can help communities and individuals address the presence of undernutrition. Therefore, the exercise in this module should be done after participants have completed Part I, Creating the problem tree. This exercise will help participants link the immediate causes of a nutrition problem discussed in Part I with...

Activity Steps:

Step 1: Review and Adding New Material. Show participants the last session. Remind them of the signs and causes of undernutrition (or whatever nutrition issue they chose to address) and ask them if they have any additional signs or causes to add to the tree.

Step 2 & 3: Combined: Discussion. Working with the drawings from Part I, look at each cause and ask, "But why" to help participants identify the underlying and root causes. For example: A child is terribly thin, her bones stick out, and she looks like an old woman. Her hair is thin, her stomach sticks out, and she is sick most of the time. Point to the drawings and indicate how the trees have sub-roots and deepest roots. Ask participants to label these levels.

Why is she undernourished? She does not eat enough Poor diet = Immediate cause

But why does she not eat enough? There is not enough food in the home Food shortage= Underlying cause

But why is there a shortage of food? The family has not enough land Insufficient land = root cause

Rearrange the root labels, so that the root causes are the lowest on the drawing.

For example:

Cause: Aisha is undernourished because she does not eat right.

- Why does she eat poorly?
 - Because of limited crop diversity
- Why is there a limited variety of crops?
 - Because there are no seeds available
- Why are there no seeds for other crops?
 - Because there is no seed supplier
- Why is there no local seed supplier?
 - Because the community is not organized

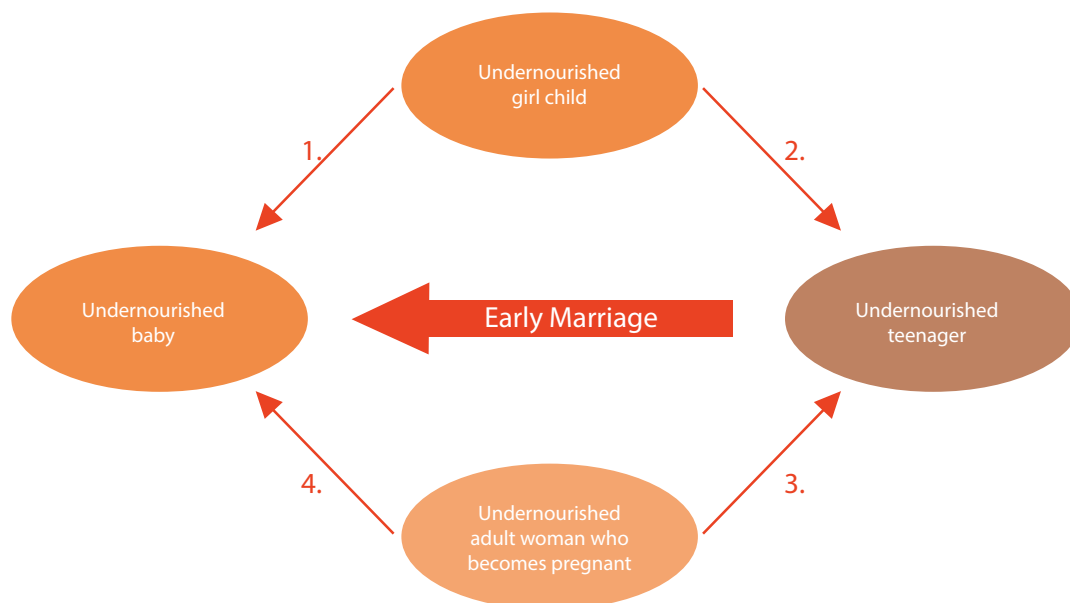
Step 4. Nutrition inputs. Using the diagrams below, talk through the following key points.

1. Good Nutrition

Good nutrition means eating the right quantity, quality and diversity of foods and getting the care we need to keep our bodies strong and healthy and prevent us from getting sick. When a person is undernourished, there are usually numerous reasons. Often, these reasons are connected. If a child is malnourished, the father may blame the mother for not feeding the child enough. Yet the father may not be giving the mother the right variety of foods to cook. Maybe he cannot afford it, or he does not have enough land. It is important to do a proper analysis and not blame one person. In many cases, the solution to one person's malnutrition will involve the whole community.

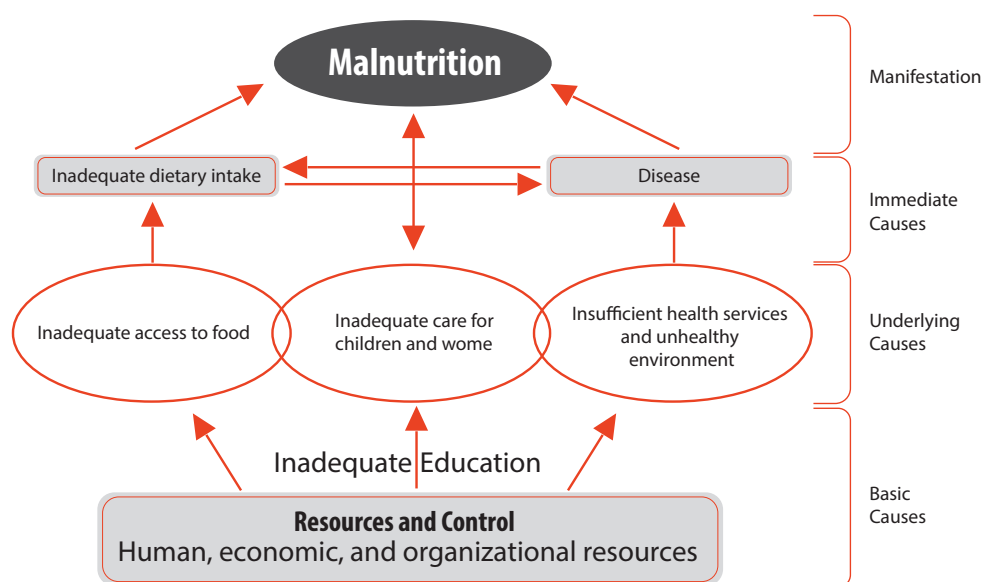
2. Impact of Malnutrition:

Malnourished children have slow mental and physical development that affects their thinking and their physical growth. Malnutrition also weakens the body's ability to fight illness and infection. When malnourished adults are sick, they can't perform their daily work, which decreases their productivity and incomes, which can lead to less ability to buy or grow healthy foods.



3. Undernutrition Cycle³³:

Malnutrition is a vicious cycle. Young girls who are poorly nourished are more likely to give birth to low-birth weight babies, who are also more likely to be undernourished, stunted, or to die in infancy. Girls who are married at a young age are also more likely to have low-birth-weight babies. Good nutrition—especially for girls and women--needs support in all stages of the lifecycle.



4. Agriculture and Nutrition:

Agriculture and nutrition are very closely interrelated. Well-nourished farmers are able to be more productive. Intercropping nutrient-rich vegetables or rearing small animals can improve the variety and quality of foods that are produced and eaten at the household level, saving incomes. Using good agriculture and market practices also increases yields, which gives more income to invest in quality food.

Good agricultural production alone doesn't lead to good nutrition. Both parents need information on good nutrition to discuss the importance of investing in good food and care to nourish productive and healthy families.

Step 5. Reflection. Summarize the key points while asking participants to reflect on the session:

- Undernutrition is complex. There are basic or root causes that we often don't see.
- Were there any root causes the group identified that are not seen every day?

³³ Save the Children, USA. (2012). Nutrition-Sensitive Agriculture. *Participant Manual for Agriculture Development Agent*. As cited in CARE Pathways to Empowerment Program. *Farmer Field and Business School Toolkit*. P.128

- Undernutrition is dangerous, because a weak body cannot easily fight infections and can fall sick more easily. Once a person gets sick, she or he may become even more malnourished.
- To address undernutrition, we need to look at household level, community level, and even beyond.
 - What are some reasons that addressing these root causes is difficult?

Looking at the problem trees, ask the participants:

- How can we address some of the underlying causes of malnutrition?
- Where on the problem tree can we, as farmers, intervene?
- What resources do we have to address some of the problems?

5.3.17 Module 32: Support System for Better Exclusive Breast Feeding³⁴

OBJECTIVES	<p>To improve the optimal breast-feeding knowledge of mothers and influencers</p> <p>To improve the attitudes of participants towards the benefits of optimal breast-feeding</p> <p>To support breastfeeding mothers to optimally breastfeed</p>
TIME FRAME	1 and 1/2hour
PARTICIPANTS	Mixed group
Method/Tool	Case Story
MATERIALS NEEDED	Early Initiation of Breastfeeding Poster, Key Breastfeeding Actions and Support Poster
VENUE	VESA/VSLA Meeting Place
Note	Start the session with reflection from participants on their action plans following the previous session!

Introduction:

This module will help participants understand the importance of putting newborn babies to the breast, with skin-to-skin contact, within the first hour after birth to allow babies to suck colostrum as it is important for the health of baby and mother. Also the need to breastfeed whenever the baby wants to—at least 10 times a day, the importance of feeding babies on demand, with love, patience and affection, the need to respond to the baby's need to breastfeed anytime during the day or night

³⁴ Adapted from: CARE Feed the Future Ethiopia – Livelihoods for Resilience Activity. (2017). *VESA MANUAL*. P.124-129.

will be elaborated. Most importantly, the need for support system for mothers to exclusively breastfed their children will be communicated.

Activity Steps:

Step 1: Show the following posters to participants



Step 2: Ask the following questions:

- What do you see in the pictures?
- The facilitator should read the tips below and encourage participants to share their observations accordingly.

NOTE TO THE FACILITATOR

The pictures should help participants think about the following points.

1. Putting our newborn babies to the breast, with skin-to-skin contact, within the first hour after birth, allows babies to suck colostrum and is important for the health of baby and mother.
2. All mothers should deliver in health facilities, so they can receive delivery support with a clean environment and emergency care, resulting in improved maternal and neonatal health
3. Husbands and community members encourage pregnant women to deliver in health facilities
4. It is important to put babies to the breast within an hour after birth, because:
 - It helps reduce the new mother's bleeding after childbirth
 - The earlier you put the child to the breast, the faster your breast milk comes and the baby has food and drink
 - The more the baby sucks, the more milk is produced
 - It helps reduce the risk of newborns dying.
5. Breastfeed whenever the baby wants to—at least 10 times a day
6. Mothers should feed babies on demand, with love, patience and affection
7. Mothers should respond to the baby's need to breastfeed anytime during the day or night

Step 3: Read the story of W/o Abeba below out loud.

Story of W/o Abeba and Ato Alemu – Breastfeeding for healthy growth

Today we are going to tell a story about a new family. After Ato Alemu and W/o Abeba were married for two years, Abeba got pregnant with her first child. She checked her pregnancy with a Health Extension professional and transitioned from public works to temporary direct support. She kept going to the nearest Health Center for check up until her due date and gave birth to a healthy child.

After Abeba left the health center to go home, her mother came to stay with her and help with the baby. Her closest neighbor, W/o Yitayesh, rushes to her house to see how she was doing.

“Elelelelelele” said Yitayesh, loudly expressing her joy for her neighbor. After greeting Abeba, she starts asking about the baby’s health. “Hey, Abeba?” says Yitayesh “Raising your first child might seem hard but there is no need to stress. Don’t worry! If you breastfeed her regularly, she will be very strong. But don’t give her anything else other than breast milk, even water, until she is six months old. When I say this I do not mean don’t give her medicines recommended by a health worker. A child who was breastfed is going to grow up strong and healthy, and on top of that, smart.”

“You’re right,” says W/o Abeba. “I just learned that. Even though my mother wouldn’t allow me, I fed the baby the first yellow milk after an hour of giving birth, just like the Health Extension Worker told me.”

“Ayeee... the people of this generation!” says Abeba’s mother with a voice filled with anger and resentment. “You don’t listen to what you’re told. You are talking as if you did something good. First yellow milk is impure and not useful to children, and I told you it would cause the child a stomachache but you gave it to her anyways. You will wish you had listened to me when she gets sick. On top of that, you would not give her any water to drink.” Abeba’s mother turns to Yitayesh.

“Somebody please talk to her. Breast milk makes the child thirsty. She is going to kill this little kid from thirst. Public works will start pretty soon and I don’t know how she is going back to work.”

Yitayesh listens quietly and knows Abeba’s mother is wrong. She tells Abeba’s mother “No, you are mistaken,” and starts talking about her own experience. “You know my son, right? He is more than a year old. He is very strong and healthy. He took the first yellow milk and did not drink any water but took only breast milk until he was six months old. But the kids his age who didn’t get breast milk properly are in and out of Health Centers. But my kid doesn’t even get the flu. Moreover, I will keep feeding him breast milk until he turns two.”

While they are all talking, the Health Extension Worker from the Kebele comes in to visit the new mother. Abeba’s mother tells the health extension worker her thought about breast-feeding and begs her to convince her daughter that she is right!

Step 5: Ask the following questions:

- What do you expect the health extension worker will say? Is W/ro Abeba's mother right?
- What types of norms related to breast-feeding are currently followed in this community?
- What type of support does W/ro Ababa need to exclusively breast-feed her child for the first six months of life?
 - From her husband
 - From neighbors
 - From relatives
- What are the key messages of the story from W/o Abeba?
- Babies only need breast milk, exclusively, starting with colostrum until they reach six months old. Why is this so?

Step 6: Explain that optimal breastfeeding is a family affair. "Different family members have special roles to play to welcome a newborn baby into the family. Let's discuss what happens when a baby is born and what family members usually do."

Step 7: Facilitate discussion about who in the family is involved in ensuring good breastfeeding practices for newborn babies. Ask these questions and encourage people to feel comfortable and share their ideas:

- Who is usually with a woman when she gives birth?
- Who delivers a newborn baby?
- When does the mother get to hold the newborn baby?
- What is given to the baby to eat or drink when it is born? Why? By Whom?
- When does a mother start to breastfeed? Who helps or advises her to breastfeed?
- What happens to the first milk (colostrum)? Do mothers usually give colostrum to their newborn babies or discard it? Why?

After group members provide initial answers, help the group discuss this information during the discussion:

- Breastfeeding women's mothers or mothers-in-law are often with them when they give birth, and may also help deliver the baby.
- Breastfeeding women's mothers or mothers-in-law are also the family member who usually helps or advises them on how to breastfeed the newborn baby.
- Some families give their newborn babies butter, or water with sugar, before giving breast milk because they believe this helps "soothe" the baby's digestive system.

- Often grandmothers promote this practice as part of culture and tradition. Some families believe that the first milk (colostrum) is dirty or poison and this milk will be discarded and not given to the child."

Step 8: Explain the following points:

- "We can see that grandmothers of the newborn baby have a big role in what happens for the newborn baby. They love their grandchildren and want the best for them."
- "But some grandmothers may not yet have heard the news from the health extension workers and nurses at the clinic that colostrum, the first golden milk, is very good for the baby. Some people may dislike its yellowish color and think the first milk is dirty or slimy."
- "In fact, the yellowish color or its different appearance means it is precious, like gold, full of nutrients and is the best first gift of love a family can give their newborn baby".
- "Even though we may understand the benefits of giving only colostrum and breast milk for babies, we may have challenges explaining these to our spouses and the grandmothers of our babies. What are some of the challenges that you or families you know face when trying to give colostrum and breast milk only to babies?"

Step 9: Divide the participants into three groups: (1) mothers or future mothers, (2) fathers or future fathers, and (3) grandmothers and mothers-in-law. Ask each group to discuss their challenges to supporting healthy breastfeeding, and how they can overcome them.

Step 10: After the groups have had a chance to discuss, bring them back together and ask them to share with the whole VESA.

Step 11: As needed, facilitate or supplement the discussion with the following points:

For fathers/husbands' groups, ask how they might overcome the following challenges:

- As husbands and fathers, we feel embarrassed to discuss breastfeeding practices with our wives or our own mothers because this is considered to be a "women's matter"
- Grandmothers may tell us that they followed the traditional practices when they raised us, their own sons or daughters, and we have grown up just fine—so why should they change these practices now with their grandchildren
- Grandmothers are our elders, our mothers, and we as their sons must respect them and do what they advise

For mothers/wives' groups, ask how they might overcome the following challenges:

- As wives, we feel that our husbands may disagree with us. They say they are the fathers and want their children cared for using the traditional practices of their own mothers.
- Our mothers/mothers-in-law may say that they followed the traditional practices with their own sons or daughters who have grown up fine, so why should they change these

practices now with their grandchildren.

- Grandmothers are our elders, our mothers/mothers-in-law, and we must respect them and do what they advise.
- We feel that women's role is to agree and to obey, and so it is hard for us to speak up and express a different opinion even if we may be right.
- Even if our families agree with us, we are busy and sometimes have to leave our babies with family members. When the baby is hungry, in our absence, there is no choice but to offer water and other foods because there is no breast milk.

For grandmothers' groups, ask how they might overcome the following challenges:

- We grandmothers have followed these traditional practices (discarding colostrum, giving butter or water and sugar to newborns) with our own sons or daughters. We feel they have grown up like this—so why should we change these practices now with their grandchildren?
- We are the family elders and we uphold the traditions: what will other people say if we change our ways now?

NOTE TO THE FACILITATOR

- 1. Initiation of breast-feeding:** soon after birth or within an hour of birth will help to stimulate production of milk.
- 2. First yellow milk (colostrum):** Feeding the newborn baby the first yellow milk (colostrum) is important because it serves as the first immunization and will protect the baby from illness.
 - It helps protect babies against viruses and bacteria. It is the baby's first immunization.
 - It cleans the baby's stomach and protects their digestive track (intestines).
 - It has all the food, nutrients, and water the baby needs.
- 3. Exclusive breastfeeding:** Feed your baby only breast milk for the first six months, not even water because the breast milk is a complete food that can satisfy the baby's nutritional and water requirements.
 - Breast milk is easy for babies to digest
 - Breast milk has nutrients that help a baby's brain, eyes and all other body parts grow
 - Breast feed your baby on demand, 8-12 times day and night every 2 hours, to produce enough milk and provide your baby enough food to grow healthy.

- Empty one breast first before switching to the second for your baby to get the most nutritious hind milk to grow strong and healthy
 - It is dangerous to give animal milk, water or other foods to babies before 6 months because these may be contaminated with germ that babies cannot fight.
 - Babies who take only breast milk grow better, fall sick less often, and perform better in school than babies who are given other foods or water
4. **Continuum of Breastfeeding:** Continue partial breast-feeding until two years of age or beyond.
 5. Husbands and families should help breastfeeding mothers to eat more, rest more so they have more time to breastfeed their little babies. Remember, breastfeeding mothers are still eating for two.

5.3.18 Module 33: Social Network for Better Complimentary Feeding ³⁵

OBJECTIVES	<p>To explore social relationships in a community for better complimentary feeding.</p> <p>To discuss how relationships influence communication, information sharing, access to resources and services, and decision-making for complimentary feeding.</p> <p>To know the connections between social relationships and complimentary feeding.</p>
TIME FRAME	1hour
PARTICIPANTS	Mixed group
Method/Tool	Social Network Mapping /Role Play
MATERIALS NEEDED	Flipchart paper and markers
VENUE	VESA/VSLA Meeting Place
Note	Start the session with reflection from participants on their action plans following the previous session!

³⁵ CARE USA. (2013). *Formative Research: A guide to support the collection and analysis of qualitative data for integrated maternal and child nutrition program planning*. P. 51-54. Atlanta, GA. As cited in CARE. (2017). *Social Analysis and Action for Food and Nutrition Security (SAA-FNS): A toolkit for addressing Gender, Power and Social Norms in Food and Nutrition Security Initiatives*.P.37-39.

Introduction:

In this module, through a social map, participants will be able to show strong connections between gender, social status, and other factors in complementary feeding. It can reveal insights about what is important about these relationships, how information is shared or not shared, and the benefits and risks of different relationships. It may reveal divisions and isolation within a community. For example, do men and women spend most of their time together or away from each other?

Activity Steps:

- Step 1:** Break into groups of 3-5 people. These can be mixed groups, or groups based upon common community groups like women with young children, men, adolescent boys and girls, etc.
- Step 2:** Distribute materials and provide the following directions to participants.
- Map a relationship of “a mother with a child under two years old” in the community. This is considered the “Impact Population” or “Priority Group.”
 - Place the “mother with a child under two” in the center of the paper. Ask the participants to make a list of her relationships on the map: all the people, households, groups, churches, etc. with whom the target person (the mother) has different, important relationships. These people make up the “Influencers”.
 - Instruct participants to use distance between people and the person cared for on the map to show the importance of the relationship. The closer the person, the more important the relationship. Different groups may draw very different relationship maps. This is fine and can be utilized and reflected upon in discussion about the relationships present in the community.
 - You can also use role play for this exercise once you map the “impact group” in this case “a mother with a child under two” and all the “influencers”!
- Step 3:** Lead a group discussion about the map. Use 3 or 4 of the Key Discussion Questions provided below to draw out more information on the relationship of the mother with both “positive” and “negative” influencers around her to help promote or demote complementary feeding, and feel free to ask your own relevant questions. Point out similarities and differences between the maps drawn. Explore how circumstances influence a person’s social and information network.

KEY QUESTIONS TO ASK

- Who are the most important people to the mother with a child under two years old?
- How is the mother's complimentary feeding practice to her child influenced by those close to her?
- Who in the community offers the mother support and information regarding complementary feeding?
- Which of the influencers are most trusted?
- Who influences the mother on decisions around when to start complementary feeding, what to feed the child, how many times per day to feed the child? Who makes decisions and why?
- What supportive relationships exist for the mother with regards to complementary feeding?
- What relationships have the biggest effect on complementary feeding?
- Who are the people in the community that influence complementary feeding for under two years old children?
- What does the mother think others expect of her as it relates to complementary feeding?

Step 4: Based upon this discussion, facilitate a dialogue on how this activity might change their perceptions or future actions.

- How might it change the activities of the staff, partners, and participants?
- What could be done differently with the community to improve relationships or flow of information for better complementary feeding?

The below image is an example of a social network map. This was drawn on a computer, but maps can be drawn on flipchart paper, in notebooks, or even in the soil, with different objects as markers for different relationships or people.

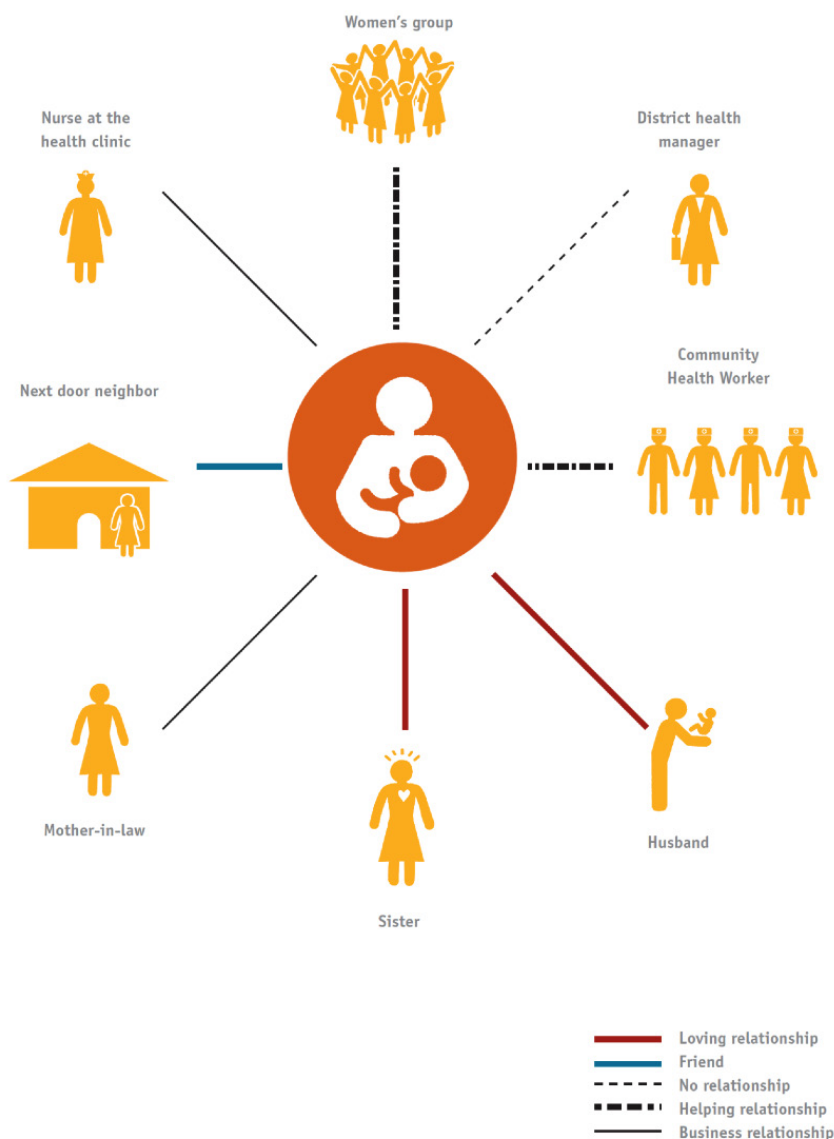
FACILITATOR BACKGROUND:

"Social maps are diagrams that show relationships and influences that are important to a person (or family or peer group). During a social mapping exercise, participants are asked to identify what they consider to be sources of social and institutional support within their community." It is also a valuable way to determine what resources are already available in the community, and where resources might be needed. It can be used to discuss how people communicate with one another, how information is shared, who is involved in community and individual decision making, and identify key influencers to involve in interventions.

It is important to understand who the major influencers on your impact population are so that behavior change strategies and messages can be appropriately crafted for both the impact and the influencing groups. The data collected from this tool is critical for understanding who will have an impact on changing practices and behaviors of your impact population. It is important that you save this data and use it when developing an implementation plan or a social and behavior change strategy.

A Social Network Mapping Example:

Social relationship map of the people that influence young women to exclusively breastfeed.



5.3.19 Module 34: Household Resource Management for Better Family Nutrition³⁶

OBJECTIVES	<p>To raise awareness on identification and management of household resources for better nutrition</p> <p>To improve practice of household resource management for better nutrition</p> <p>To enhance participation and decision-making of women at household and community level</p>
TIME FRAME	1 hour and 20 minutes
PARTICIPANTS	Mixed group
Method/Tool	Case Story, Discussion, displaying pictures, Earn and Buy Game, and case story
MATERIALS NEEDED	The story Of W/o Damitu and Ato Gebre Translated In Local Language, Discussion guide, game mat and money cards in a small bag(for 4 groups)
VENUE	VESA/VSLA Meeting Place
Note	Start the session with reflection from participants on their action plans following the previous session!

Introduction:

This module is designed to help participants think about what resources are already available in their household that they can use for diversifying food. Through discussion, participants will realize the importance of joint decision making on spending to improve their family's nutrition. It also promotes wise spending of earnings for better family nutrition. The "Earn & Buy Game" is designed to help participants think about how to use their money to purchase food for enriching household foods and save some money.

³⁶ Adapted from: CARE Feed the Future Ethiopia – Livelihoods for Resilience Activity. (2017). *VESA MANUAL*. P.59-62.

Activity Steps:

PART I: CASE STORY

Step 1: Read following story of W/o Damitu and Ato Gebre out loud to all participants:

Story of W/o Damitu and Ato Gebre – Managing PSNP resources

W/o Damitu and Ato Gebre are a married couple who are enrolled in the PSNP program in SNNPR. Their livelihoods depend on subsistence farming of teff, peas, and chickpea, but they are thinking of starting to produce vegetables too. They have two children named Derartu and Tariku. Damitu has just become pregnant with their third child. She spends most of her time cooking, fetching water, collecting firewood, and doing other home activities. She also participates in public works for her monthly money payment from safety net program and she is working from start to end on the public work.

Although both Gebre and Damitu's names and photos are on the PSNP client card, Gebre is the only one who collects the money, and he manages and uses for his personal interest, including drinking with friends. This leaves very little money for food purchase. As a result of her hard work and limited food during her pregnancy, Damitu has become malnourished.

Step 2: Ask the participants the following questions [after they have had a chance to respond, use the answers in the box below to fill in any gaps in their responses]:

- What resources do W/o Damitu and Ato Gebre have in their house that they can use to diversify the food for the family?
- What about in your own homes? What do you have that can be used to acquire diverse food for the child and lactating mother?
- Who decides in your household on purchase of food, clothes and other resources?
- Would the situation in W/o Damitu and Ato Gebre's house change if they decided together on their income and resources? How?

NOTE TO THE FACILITATOR

Supplement the VESA discussion with the following answers, as needed:

- W/o Damitu's family has legumes like peas and chickpea from their plot of land, as well as money from the PSNP and from their income generating activity.
- If Damitu and Gebre discuss and decide together on their income, resources and expenditures:
 - They would talk about the family's nutritional and other needs and decide more wisely on their income.
 - Damitu would not struggle alone to manage the small money
 - Gebre would give her money to feed the family and pay for other expenses because he would also have the responsibility in calculating and understanding their expenses.
 - Gebre would not spend a lot of money drinking and enjoying with his friends because his family needs the money.

PART II: CASE STORY - BUYING AND SELLING EXERCISE

Step 1: Divide participants into 3 or 4 small groups to play this game. Each small group should receive their own game set (one game mat and 56 money cards in a small bag) to play with. Each group should place the game mat on the ground. The group members can sit around the mat, either on the ground or on chairs.

Household items, nutritious foods and agriculture items listed on the outer part of the game mat are items families BUY. The inner circle on the game mat is the market place where families SELL their agricultural produce. Money cards are placed inside the Marketplace.

Step 2: Explain that to play the game, players must follow the following rules:

- Each player must SELL cash crops at the market and take the money value of the produce they sold. With the money they EARN, players are free to BUY any items listed on the outer part of the game mat.
- After the first player has finished his or her turn, s/he places all the money cards on the game mat, for the next player. Each player is free to use his/her money to buy what they need or want, while others watch their choices.
- After each player has had a turn 'Earning and Buying', the small group will discuss what each player prioritized and bought.

Step 3: Ask group members to discuss what foods they would want to buy for their pregnant and lactating women or children to eat. Circulate among groups to see which household items players bought with the money they earned.

Have fun with the group, discussing what foods and household items are important for families to prioritize. Show each group how they could have spent the money they earned to improve pregnant and lactating women and children's nutrition.

Encourage group members to be realistic and to think about what they can afford and how they will assure that they plan what to sell at the market, so they can earn and buy nutritious foods and make better choices next time.

Step 4: Invite everyone to come back to the large group after all four small groups have finished playing the game. Ask these questions:

- What did you learn from playing this game?
- Do you think you could talk to your spouses and other family members about ways to earn money and buy nutritious foods?
- Are there ideal times or situations when couples or families can discuss these issues?
- What are some of the challenges for couples and families to discuss household budget and deciding together what nutritious foods to buy?

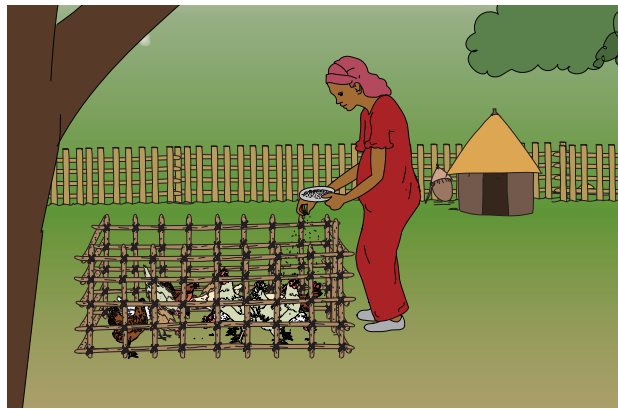
Encourage participants to share what they learned and to discuss how to talk with family members. Listen to their answers.

Step 5: Reinforce these points:

- Young children need to eat at least one animal source food each day, and fruits and vegetables and an oil food with each meal.
- Little babies' mothers also need to eat nutritious foods with each meal because they are breastfeeding, so they are still eating for two.
- It's important for family members to discuss household income and agree how to use some of it to buy nutritious foods.

Step 6: Show the participants the pictures below.

Step 7: Use these pictures to explain the key messages in the box below.



NOTE TO THE FACILITATOR

Use the pictures above to illustrate the key messages below.

Wise household resource management means:

- Using some of my farm products for household foods
- Using PSNP transfer money and income from livelihood activities to buy foods from the market to enrich the household and children's food
- Participating in livelihood improvement activities for available nutritious foods, such as:
 - Small vegetable garden production in my home
 - Rearing poultry to use eggs for my family's diverse diet
- Saving some money in case of emergencies
- Making sure women are involved in resource decision making

5.3.20 Module 35: Decision Making in Intra-household Food Distribution

OBJECTIVES	To understand how decision is made in the HH in terms of food distribution
	To understand who gets the priority in case of shortage of resources
	To understand the challenges in making decisions in the HH food distribution
TIME FRAME	45 minutes – 1 hour
PARTICIPANTS	VESA/VSLA/HDA/MDA
Method/Tool	Case Story
MATERIALS NEEDED	Flipchart, Markers, Tape
VENUE	VESA/VSLA/HDA/MDA Meeting Place
Note	Start the session with reflection from participants on their action plans following the previous session!

Introduction

This tool will help participants to understand the factors that are associated with intra-HH food distribution in the community. They will be able to see challenges being faced by the women in case of food shortage, priority among HH members for getting nutritious foods and distribution of the food in the HH per the need for priority to vulnerable groups.

Activity Steps:

Step 1: Introduce the session topic – Welcome and greet participants. Tell them that today's discussion is about intra-HH food distribution.

Step 2: Read the following story to the group:

The story of Amina

Amina milked the first half liter milk from her goat and she is so excited. While she was doing so, her mother-in-law arrived from after traveling for 2 days to visit her family. She greeted her and showed her inside.

She has a 1 year old baby boy who was diagnosed as malnourished by the health extension worker in their town just a day before., so she is worried about his feeding.

Her husband was expecting the goat to start giving milk since he believes goat milk is a medicine and will be good for his hard work at the field. Amina started thinking about for whom she have to give this small amount of milk to. If she doesn't start giving the milk to her son his situation will be terrible as the health extension worker told her, if she don't give it to her mother in law she will think she disrespected her and that may be a cause for fight with her husband and if she didn't put the milk to her husband who thinks it is a medicine and help him in his hard work at the field, he will definitely be in fight with her.

She has three options:

1. To give it to her son who is malnourished
2. To give it to her mother-in-law who just arrived to her home after 2 days travel to visit them
3. To give it to her husband who thinks goat milk is a medicine

Step 3: Ask participants to share similar stories of their own or other people in their communities with regard to HH food distribution and priorities. Encourage them to talk about the following points.

- Who eats first in HHs in your communities and why?
- Who gets the best/nutritious food in HHs in your communities and why?

- Who eats last and least (left-overs) in HHs in your communities and why?

Step 4: Ask participants, to remember Amina's story and respond to the following question "If you were this woman, what would you choose to do and why? What would you say to convince others to agree with your decision?"

Step 5: What do we learn from this?

These choices are about negotiating power. We all do this constantly.

NOTE TO THE FACILITATOR

The intra-HH food distribution is the major factor in areas where resources are scarce so we need to make sure that those who are vulnerable to malnutrition needs to be given priority which are children under 2, pregnant and lactating women. In terms of decision making in such situations, it needs negotiation skill and discussion between partners for better household nutrition.

5.3.21 Module 36: Skill in Cooking for IYCF

OBJECTIVES	To understand the basic skills in cooking for IYCF
	To understand the gender roles associated with IYCF
TIME FRAME	45 minutes – 1 hour
PARTICIPANTS	VESA/VSLA/HDA/MDA
Method/Tool	Video ³⁷
MATERIALS NEEDED	TV/Screen and DVD Player/Computer
VENUE	VESA/VSLA/HDA/MDA Meeting Place
Note	Start the session with reflection from participants on their action plans following the previous session!

³⁷ Adapted from: CARE Ethiopia (2013). MUSKOKA Initiative Nutrition Project: *Social Analysis and Action Facilitators Guide: Together We Thrive* Video https://careinternational.sharepoint.com/:v:/t/SocialAnalysisAction/EWF8DBn2hr1Ksql_Oanvx0kBdMci-wpwWbr190J-aF-77WQ?e=MTySZi

Introduction

This session will help participants to understand the basic skills of cooking for IYCF and the benefit of sharing the role in child feeding by mothers and fathers.

Activity Steps:

- Step 1:** Introduce the session topic – Welcome and greet participants. Tell them that today's discussion is about skill in cooking for IYCF.
- Step 2:** Show the videos to the group:
- Step 3:** Ask the participants if this is common in their HH, why?
- Step 4:** Is it possible to adopt it to our lives, how? What are the advantages?

NOTE TO THE FACILITATOR

For a child to be well nourished, complimentary feeding stands at the center of it. Cooking skills for complimentary feeding are necessary so that care takers have the basic knowledge. In relation to cooking skills, there are embedded norms in our communities appropriating cooking for the HH especially for children to women. Whereas men and women needs to be involved in cooking and feeding their children.

5.4 Gender in Access to and Control Over Income



Domain	Description (Ag)	Indicators for (Ag)	Description (Nutrition)	Indicators (Nutrition)
Income	Access to income and sole or joint control over income and expenditures	Access to income	Access to income and sole or joint control over income and expenditures on nutritious food for the HH	Control over nutritious food purchasing
		Control over use of income		
		Women's IGA engagement for livelihood diversification	Diversification through nutrition sensitive IGA engagement	Engagement in selling nutritious ag outputs
				Engagement in selling hygienic and micronutrient-rich products

5.4.1 Module 37: Financial Literacy for Women³⁸

OBJECTIVES	To explore factors limiting women from practicing the skills and behaviors of financial literacy.
TIME FRAME	1 hour
PARTICIPANTS	Mixed group
Method/Tool	Vote with your feet
MATERIALS NEEDED	VIPP Cards and Markets
VENUE	VESA/VSLA Meeting Place
Note	Start the session with reflection from participants on their action plans following the previous session!

Introduction:

In this module, participants will be invited to share what they know regarding women's financial literacy in their communities through voting with their feet. Many context-specific factors that hinder women from practicing the skills and behaviors of financial literacy will be explored and potential solutions proposed.

Activity Steps:

- Step 1:** Write "Agree" and "Disagree" on two different cards and paste it on the wall or place it on the floor in two opposite directions.
- Ask participants to stand and gather in front of the labels.
- Step 2:** Engage participants in a small survey using the following items and ask them to vote with their feet if they "agree" or "disagree" to the statements.
- Step 3:** Count the number of voters on the "agree" and "disagree" labels for each statement and take note in the space provided. Inform participants that they have to express their views based on what they know and experience in the community.

³⁸ Adapted from: Gap Inc. *Personal Advancement and Career Enhancement [P.A.C.E.]: Module Four, Financial Literacy*. P.11

Statements	"Agree"	"Disagree"
Women have better knowledge than men about finance services in the community		
Women have good saving skills compared to men		
Women budget their income more seriously than men		
Most women know the financial institutions in the community		
Most women take part in financial decisions at household level		
Most women know the amount of budget allocated to community activities		
Most women use financial services to expand their income means		
Most women use their limited financial resources wisely		
Most women have tendency to limit expenses for festivals and holidays		
Most women borrow money to startup businesses and increase their income		

Step 4: What do the results in each table show? Tell participants the result of the survey.

Step 5: Facilitate discussion on the following points.

- Are the women in the community financially literate? How and why?
- What are the areas in which most of the women rated as disagree? What do we learn from that?
- There are many factors that hinder women from practicing the skills and behaviors of financial literacy. What are the possible factors?
- Are there cultural practices and traditions that hinder women from accessing resources?
- What needs to be done?

5.4.2 Module 38: Cash Flow Tree³⁹

OBJECTIVES	To get people to identify all their sources of cash income and think about the ways in which they need to spend money.
TIME FRAME	1 hour
PARTICIPANTS	Mixed group
Method/Tool	Cash Flow Tree
MATERIALS NEEDED	Flip Charts, markers, beans/stone
VENUE	VESA/VSLA Meeting Place
Note	Start the session with reflection from participants on their action plans following the previous session!

Introduction:

In this module, using a cash flow tree as a tool, Participants will be engaged in identifying and realizing the different sources and uses of cash in a household. It is another way of visualizing income and expenditures to get people thinking about their spending and saving patterns.

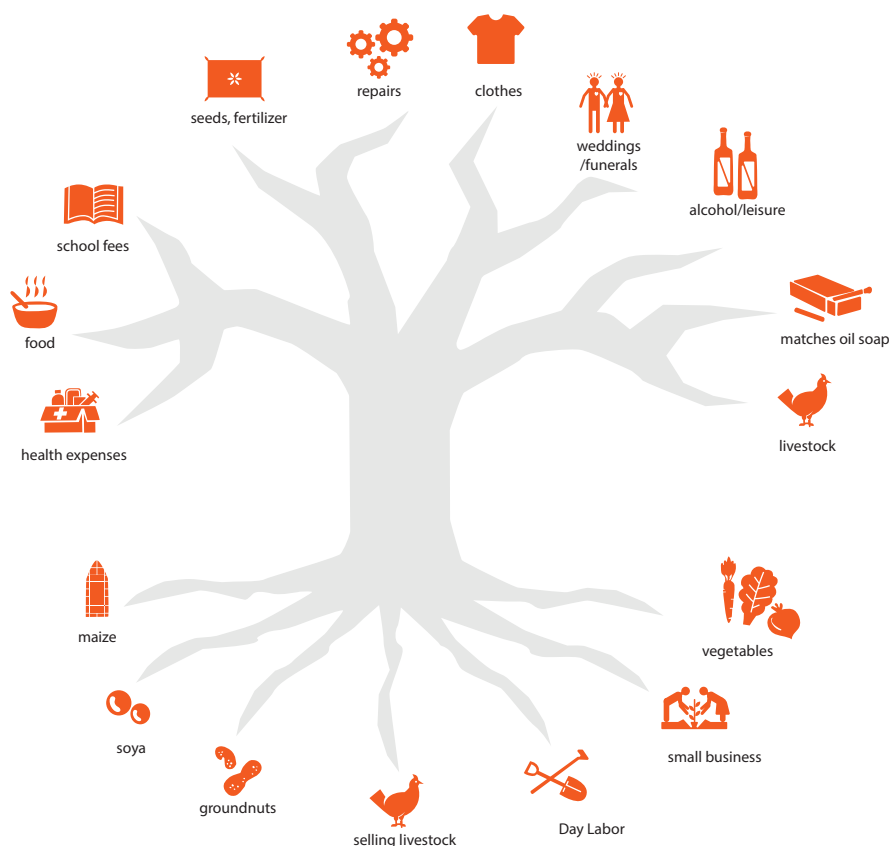
Activity Steps:

- Step 1:** Draw a tree like the one shown below.
- Step 2:** Explain that just as water is drawn into the roots, up the tree and along the different branches, so money comes into a household and has to be channeled towards a variety of expenditures.
- Step 3:** Ask participants to label the roots with their different sources of cash income and label the branches with different types of expenditures.
- Step 4:** Ask them to put the most important items on the lower branches and those of less importance on the higher branches. This generally leads to much debate and differences of opinion. Women will have different views from men and older people may differ from younger ones. It may be useful and interesting to get different members of the household to make separate versions and compare the results.

³⁹ Adapted from: FAO (2002). *The Group Savings Resource Book*. P.72. As cited in *Village Savings and Loan Associations (VSLAs): Programme Guide-Field Operations Manual with Integrated Gender*. P. 149. And CARE Pathways to Empowerment Program. *Farmer Field and Business School Toolkit*. P.115-117

- Step 5:** Discuss the competing demands for money and how choices are made. Who decides what money should be used for? This is important when people have different opinions about what is important to spend money on. You need good gender awareness to handle this topic.
- Step 6:** Can one type of cash income be singled out for one type of cash spending? The answer should generally be “no”, as income flows are diverted to whatever need is most pressing on any particular day. This is why it is silly to imagine that loan repayments will be made from one particular income source and this partly explains why people fail to make loan repayments.
- Step 7:** Discuss the relative importance of each source of cash income. Ask participants to allocate different numbers of beans or seeds to the different sources. You could then count the beans and ask the people involved in the discussion to allocate this number of beans to the different expenditures.
- Step 8:** Where is the money kept when it is not required immediately? This information is useful for initiating discussions about where and how people save money and the problems that they see in this (safety and accessibility).

Example of Cash Flow Tree:



5.4.3 Module 39: Let's Talk About Power Over Income ⁴⁰

OBJECTIVES	To have participants discuss income control; where they have power, where their spouse does, the effects of power and possible changes.
TIME FRAME	1 hour
PARTICIPANTS	Mixed group (couples group)
Method/Tool	Asset Mapping
MATERIALS NEEDED	Flip-charts and markers, stickers- yellow & blue, or use the ground & found objects
VENUE	VESA/VSLA Meeting Place
Note	Start the session with reflection from participants on their action plans following the previous session!

Introduction:

This module will help participants realize the imbalance of power between men and women (husband and wife) in relation to control over household income. Participants will be able to understand the importance of sharing power over income in their households.

Activity Steps:

Step 1: Put a symbol of a woman and of a man separately on the ground or paper.

Step 2: On the left side beside the symbol of the men and women, have the following list/symbols (or found objects) that represent:

1. Earning money
2. Earning more money
3. Saving money
4. Saving more money
5. Taking loan
6. Taking more loan
7. Buying a house

⁴⁰Adapted from: *Village Savings and Loan Associations (VSLAs): Programme Guide-Field Operations Manual with Integrated Gender*.P. 147 -148

8. Renting land
9. Buying a cattle
10. Buying sheep and goat
11. Buying HH food items
12. Buying farm equipment
13. Paying for children's school
14. Supporting parents with money

Step 3: Ask the participants: Where do you have power? Where does your spouse (husband or wife)?

Step 4: Allow participants time to share their answers once they have thought it over.

Step 5: Have participants put a stone under either man or woman to show who has power under these different areas. (Ask participants to be honest about their answers and in areas where they think both have the power, guide them to think in comparative terms).

Step 6: After all the stones are used the Facilitator should discuss with the group the results by asking the following questions. Spend about 5 minutes:

- Which areas are reserved for men, which for women? Why?
- Do you know any example of problems in the families caused by the way power is exercised over income?
- Do you have ideas on how to bring some change to this?
- How would it be to give up power? Gain power? (This may be very different for women and men in terms of gaining/giving up power.)

Step 7: After 5 minutes, stop the discussion and ask participants- "Who believes in change?" Divide the group into those who believe in equal power over income between men and women and in those who do not.

Step 8: Give 3 minutes to both groups to present their cases and give 2 more minutes for the "equal power over income" participants to convince the others.

Step 9: Following the debate, use the following questions to guide a discussion:

- What is the meaning of power over income for you as women or men?
- Is there a difference of having power over income as men or women?
- Is there a difference in using power over income by men and women?
- How does it feel if you have power over income or when you don't? (Or when you wife/ husband has power?)

- How does it feel when you don't have or lose power over income?
- What are some examples of when you have felt you don't have or have lost, power over income?
- What possibilities of sharing power over income with your husband or wife do you see when you look at the charts (findings from earlier exercise)?
- What are the benefits of sharing power over income with your husband or wife?

Step 10: Ask the group to think about power over income compared to other women (if a women's group) or other men (if a men's group) or other women and men (if mixed group). Use the following questions to help guide the discussion:

- How do you see your power over income compared to other women or men in the community?
- How do you feel about this?

NOTE TO THE FACILITATOR

The facilitator has to stay neutral to help participants to explore the topics. If participants react defensively, the facilitator needs to make clear that the aim of the exercise is to explore and learn, not judge. The facilitator should make it clear that nobody is accusing anyone in the group of being powerful over women or other men, etc. Instead trying to show how helpful and unhelpful power can be.

The facilitator should be aware that some men and women may think that men need to have power over women. If this is said, the facilitator should remind the group that it is important for each person to be working to create a world where power is used in positive ways; in this case power over income. To do this need to build our negotiating skills, taking responsibility for actions, share power between partners and show respect as ways to share power, not take it away.

5.4.4 Module 40: Asset Mapping for Control Over Income ⁴¹

OBJECTIVES	<p>To understand the assets that are important to a household and individual members within that household</p> <p>To identify household member's control over income per respective household assets</p> <p>To explore the reason behind power imbalance among household members over income control per respective assets</p>
TIME FRAME	1 hour
PARTICIPANTS	Mixed group
Method/Tool	Vote With Objects and Debate
MATERIALS NEEDED	Flipcharts and markers
VENUE	VESA/VSLA Meeting Place
Note	Start the session with reflection from participants on their action plans following the previous session!

Introduction:

In this module, participants will be encouraged to think about all the household assets they have and distinguish between what it means to own an asset, to be a mere caretaker of the asset and make decision over the asset. This will help them better understand the gender barriers to women's control over assets and respective income.

Activity Steps:

- Step 1:** Explain to the participant(s) that they will draw a diagram of the household's assets. Each couple will draw their own diagrams.
- Step 2:** At the center of the diagram, ask the one member of the couple to draw a picture of their households. Include all the family members in this picture.
- Step 3:** Ask the couple to list some of the assets their household owns. When they have named a few, ask them to draw a picture of these items around the household. Ask them to place those that are most important to the family's well-being closest to the center of the picture.

⁴¹Adapted from: *Village Savings and Loan Associations (VSLAs): Programme Guide-Field Operations Manual with Integrated Gender*. P. 150 -151

Step 4: When all of the assets are drawn around the household, begin to discuss the assets with the couple. Ask them to choose 3 types of lines to show:

- Who owns an asset?
- Who takes care of an asset?
- Who decides when to sell an asset?

Step 5: For example, ownership could be indicated by a dotted line, caretaking could be indicated by a-----straight line and decision could be indicated by ///// slashed line.

Step 6: According to the key above, draw a line from the asset to the individual who owns/takes care of/decides when to sell asset.

Step 7: When the drawing is complete, create a chart that shows the ownership/management profile.

Asset Type	Who Owns?	Who takes care of?	Who decides when to sell?	Who spends the income from the sell?

Probing Questions

- What do you notice about this pattern?
- What do you think about this pattern?
- Who does most of the caring for the assets?
- Who owns most of the assets?
- Who gets to use the money from the assets?
- What type of assets do women own/control?
- What type of assets do men own/control?
- Is this pattern fair?
- Why do we think that women are incapable of managing large assets, even though they are capable of taking care of them?
- How would decisions be different if women and men jointly took them?

- If women take care of the assets, why don't they get to spend money from them?
- Is this pattern fair? What will you do to make this picture fairer?

5.4.5 Module 41: Decision Making Around Household Cash ⁴²

OBJECTIVES	To understand the difference between sole, joint, and explicit or illicit forced decisions over household cash
TIME FRAME	1 hour
PARTICIPANTS	Mixed group
Method/Tool	Vote with your feet
MATERIALS NEEDED	Flipcharts/VIIP Cards and Markets
VENUE	VESA/VSLA Meeting Place
Note	Start the session with reflection from participants on their action plans following the previous session!

Introduction:

This module will help participants unpack the different levels/ways of decision making over household cash. Usually, men tend to make the decision on what to do with household cash including loans; even the ones taken by their wives. The manifestation of sole, joint and explicit or illicit forced decisions over household cash will be communicated. Also the relevance of sole and/or joint decision making will be discussed by participants.

Activity Steps:

Step 1: The Facilitator leads a short discussion about how the participants make decisions about how they will use household cash including loan from a VESA/VSLA.

Step 2: The Facilitator draws 4 symbols that represent the different types of decision making-

1. "I make decisions".
2. "My spouse makes the decision for me."
3. "I make the decision together with my spouse, equally."
4. "I make the decision with my spouse, but he has the final word."

⁴² Adapted from: *Village Savings and Loan Associations (VSLAs): Programme Guide-Field Operations Manual with Integrated Gender*. P.61&78

Step 3: The Facilitator instructs the participants that they are going to be asked a few questions. For each question the participant should stand next to the symbol that represents how they make a decision or would make a decision based on the scenario provided.

Step 4: The Facilitator asks the questions:

- Who makes the decision about women's access to cash when they need it?
- Who makes the decision about men's access to cash when they need it?
- Who makes the decision about how women and men contribute to household expenses?
- Who makes the decision about what sort of purchases women can make?
- Who makes the decision about which types of purchases men can make?
- Who makes the decision about how to spend HH cash to meet household needs, save for VSLA and repay loan?
- Who makes the decision about how you will use a loan?
- Who made the decision about joining the VESA/VSLA group?
- Who makes the decision of how you save your money?
- Who makes the decision if you can come to the VSLA/VESA meetings?

Step 5: The Facilitator should elicit experiences from participants around the type of items that requires permission for women to purchase and who will give the permission and on participants' previous decision making on loans and how they involved family members. The facilitator should take not to encourage participants make action plans around those matters.

Step 6: The Facilitator discusses the findings with the participants.

- What was the most common way that group members make decisions?
- Is this surprising? Why? Why not?
- How do you feel about these results?
- What would you like to see happen?

5.4.6 Module 42: Women's and Men's Wish List

OBJECTIVES	To understand the reason for the difference between women's and men's wish list for purchasing To explore the implication of women's and men's wish list for household nutrition To realize the impact of gender roles on women's limited access and ownership over resources
TIME FRAME	1 hour
PARTICIPANTS	Mixed group
Method/Tool	Picture Code
MATERIALS NEEDED	Printed Picture Code
VENUE	VESA/VSLA Meeting Place
Note	Start the session with reflection from participants on their action plans following the previous session!

Introduction:

This module will make participants understand the relationship between Income and gender roles and gender roles and wish list. Gender roles limit women's access to income and their ownership and control over resources. Gender roles that tied women with the domestic sphere and men with the public sphere result in difference in men's and women's wish list hence men's role for household nutrition is limited. Moreover, women's limited income affects the household nutrition. This module will emphasise the need for women's income and men engagement for better household nutrition.

Activity Steps:

- Step 1:** Ask women and men participants what the source of their income is and whether they think they have enough.
- Step 2:** Ask women and men participants to think about the things they want to buy for themselves, their children and their family as a whole with their money. Inform participants that they should think about their own wish list and that there is no discussion at this moment.
- Step 3:** Invite volunteer men and women to share their wish list with everyone. Tell participants to take note of any difference in men's and women's wish list.

Step 4: Show participants the printed version of the below picture code.



Step 5: Ask participants to discuss the following issues in pair (preferably couples)

- What is your first impression when you look at the picture code?
- Is the wish list in the picture different from your wish list as a man and woman?
- Why do you think that women and men have different wish list?
- What is the importance of women's and men's wish list in its own?
- Is it a problem for men and women to have different wish list?
- What is the implication of the wish list for household nutrition?
- What is the implication of the wish list for women's access to and control over resources?
- Is there a relationship between amount of income and wish list?

Step 6: Ask volunteer pairs to share their responses with everyone

Step 7: Ask participants to remember their own wish list and if they think it would change if their income increases

Step 8: Ask everyone to reflect on what needs to be done for both women and men to contribute for better household nutrition

5.4.7 Module 43: Women's IGA engagement for Livelihood Diversification

OBJECTIVES	<p>To understand potential IGA engagement for women for livelihood diversification</p> <p>To critically analyse the root causes for women's limited engagement in IGA for livelihood diversification</p> <p>To unpack and analyse underlying causes of women's limited engagement in IGA related to gender, social and power norms and beliefs.</p>
TIME FRAME	1 hour
PARTICIPANTS	Mixed group
Method/Tool	Problem tree analysis ⁴³ and Asset Mapping ⁴⁴
MATERIALS NEEDED	Flip chart papers, bold markers or sketch pens of different colours, cards, rulers, adhesive tapes.
VENUE	VESA/VSLA Meeting Place
Note	Start the session with reflection from participants on their action plans following the previous session!

Introduction

In this module, using the problem tree analysis and asset mapping tools, participants will be able to identify potential IGAs that women can engage in to diversify their livelihood, analyze the underlying root causes (in relation to gender, social and power norms and beliefs) of women's limited engagement in IGAs, and locate assets in the community that they can be put to use.

Activity Steps:

Step 1: Welcome participants and explain the purpose of the module and the exercise they will be doing.

⁴³ Adapted from: CARE. (2018). *Social Analysis and Action Global Implementation Manual*. P. 35-36.

⁴⁴ Adapted from: Healthy City (2012). *Participatory Asset Mapping: A Community Research Lab Toolkit*. Retrieved from <http://www.communityscience.com/knowledge4equity/AssetMappingToolkit.pdf> on July, 2018.

Step 2: Ask participants to tell types of potential IGAs that exist in their community. The facilitator will need to list the IGAs mentioned on a flip chart and ask the following questions for each IGA.

- Who are those activities owned by?
- What resources did the owners of each listed IGA used to establish/start/run the IGA?

The facilitator can draw the table below and capture responses.

Potential IGA	Who is the owner? men/women?	Resources needed

Point out IGAs owned by men and women and discuss if women's engagement is low compared to men.

- Pick IGAs that are reserved for men for the next exercise

Step 3: Divide participants into small groups of three or four people. Give each group one IGA identified as men's domain in their community and do a problem tree analysis. Give the following instruction.

- Make a large drawing of a tree.
- In the trunk write the "name of the IGA" that women have zero/less engagement on
- Ask participants to identify all the main causes why women are not engaged in this IGA.
- Draw or write these causes along large roots of the tree, indicating that they are "root" problems. Select one of the main causes, such as:-
- Women are not allowed to do economic activities independently
- Financial dependency of women on men
- Limited control of women over productive resources
- Women's limited decision-making power over financial resources
- Women are not encouraged to work outside of the house
- Few women entrepreneurs to be considered as role models
- And ask, "Why do you think this happens?" This question will help us to identify the secondary or underlying causes. Write the secondary causes as smaller roots coming off the larger root of the tree.

- Repeat the process for each of the other main causes.
- Ask participants to identify the main consequences/effects of the problem. Write each as large branches of the tree.
- Select one of the main consequences/effects. To identify the secondary effects, ask “what else does this lead to?” Write the secondary effects as small branches coming off the larger branch of the tree.
- Repeat the process for the other main effects.

Step 4: Highlight the beliefs and norms related specifically to gender that are identified as causes and effects. To do this, the facilitator can use probing questions as follows:

- Is this effect something that happens specifically to either men or women?
- Is this cause related to something that only men or women are allowed to do?
- Are both men and women affected by this consequence?
- How many of the causes and/or consequences are related to gender, social and power norms?
- Who suffers most due to the effects? Who benefits? Why?

Step 5: Continue the discussion with the following reflection questions:

- How do the causes and effects relate to each other?
- Are the beliefs and norms causes of the problem?
- Are all the people in the community aware of the causes of this problem?
- Are the root causes related to an absence of a resource or service? Or is it because of a particular mind-set or belief? Do both men and women share these beliefs?
- Who reinforces these differences in the community?
- From the challenges mentioned on the tree what could be changed? By who?

NOTE TO THE FACILITATOR

When dealing with specific problem, finding the root causes will lead us to help community understand that some of the barriers lack a solid reason for existence. During such discussion participants will reach to a simple cultural assumption that doesn't necessarily have a reason to exist but somehow have been holding their participation behind. Also such activities will help us exhaust the reason behind some of the norms and understand where we should intervene and with what resources. Some norms can be challenged and transformed with no external resources required rather by a solidarity of the community simply.

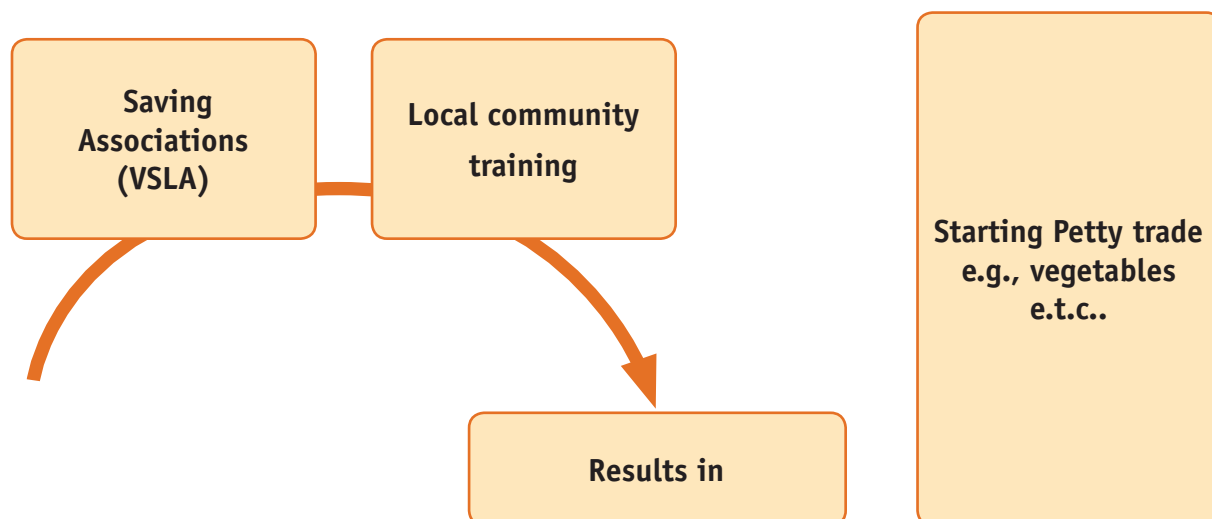
Step 6: Asset Mapping -Now that participants have identified the social and gender norms that are barriers for the IGA engagement of women, they will map the assets available within the community to increase women's participation.

- Start by asking participants to give you an example of IGA that is common in that area
 - e.g. selling egg
- Ask participants what people with such business use to run their business,
 - e.g. they have the skill on poultry, if so ask participants if there is any training center around.
 - e.g. purchasing equipment if so are there any saving opportunities?

Some examples of assets that the facilitator can give includes:

- The capacities and abilities of participants.
- A physical structure or place. For example, training centers, MFIs a school, hospital, or church. Maybe a library, recreation center, or social club.
- A business that provides jobs and supports the local economy.
- Associations of citizens. For example, VSLAs or other saving groups.
- Local private, public, and nonpro t institutions or organizations.

Step 7: After identifying assets, draw the below picture on a flip chart and place assets in the rectangle and in the circle put the type of IGA aspired.



- After putting the assets on a diagram, ask participants to reflect their idea if the map is realistic. Would they be able to start IGA after having the clear process like this?

NOTE TO THE FACILITATOR

Asset Mapping

Purpose: Asset mapping provides information about the strengths and resources of a community and can help uncover solutions. Once community strengths and resources are inventoried and depicted in a map, you can more easily think about how to build on these assets to address community needs. Finally, asset mapping promotes community involvement, ownership, and empowerment. What is a community asset? A community asset or resource is anything that improves the quality of community life.

For example, for engaging women in IGAs, the assets to map would be exploring vocational training centers, saving opportunities, startup options, material and their availability.

What are our plans for using these assets? When we get to the step of action planning and choosing strategies, it will be essential that we can build from and connect assets in our communities. Without a collective knowledge of what's out there, what's being done, and where it is, we will risk duplication or missing important opportunities.

5.4.8 Module 44: Nutrition Sensitive IGAs

OBJECTIVES	To understand what kind of IGAs are preferred in the community and why To identify and engage in nutrition sensitive IGAs To discuss about possible nutrition sensitive IGAs in the community
TIME FRAME	45 minutes – 1 hour
PARTICIPANTS	VESA/VSLA/HDA/MDA
Method/Tool	FGD
MATERIALS NEEDED	Flipchart, Markers, Tape
VENUE	VESA/VSLA/HAD/MDA Meeting Place
Note	Start the session with reflection from participants on their action plans following the previous session!

Introduction

This session will help participants to understand nutrition sensitive IGAs and identify the possible choices that can be considered in their respective communities.

Activity Steps:

Step 1: Welcome and greet participants. Tell them that today's discussion is about nutrition sensitive IGAs and define it.

NOTE TO THE FACILITATOR

Nutrition-sensitive IGA means IGA that can contribute to better nutrition outcomes.

Some of the possible nutrition sensitive IGAs are

- Production of "Mitin" for porridge
- Selling eggs
- Selling animals like goat, sheep, chicken etc...
- Soap production for better hygiene which contributes to nutrition
- Milk and milk products like Yogurt, cheese, etc...

Production of vegetables and fruits

Step 2: Facilitate the discussion by asking the following questions. Make sure that you list all potential nutrition sensitive IGAs that will be mentioned by participants.

KEY QUESTIONS TO ASK

1. What are the most common IGAs in our areas? Why?
2. Which IGAs do you think have nutrition values?
3. What are the benefits of having nutrition sensitive IGAs?
4. What can we contribute for better nutrition with our IGAs? How?
5. What are the possible IGAs that can be done in our set up? List them down.

Step 3: After having discussion provide remarks on the list of nutrition sensitive IGAs selected for the locality.

NOTE TO THE FACILITATOR

Nutrition-sensitive IGAs are very important in terms of having sustainable nutrition outcome. If IGAs are nutrition sensitive, it creates access to the community to get nutritious food, hygienic materials, increase chance of being consumed by the community which is of benefit for the consumers as well as producers and it is sustainable.

5.4.9 Module 45: Micro-franchising for Nutrition and Hygiene Promotion

OBJECTIVES	<p>To understand what kind of investments are preferred in the community and why.</p> <p>To understand how micro-franchise sales women/men can contribute in household nutrition security and hygiene by promoting products with micro-nutrient and hygienic benefits.</p> <p>To discuss on possible nutrition sensitive off-farm investments/diversification opportunities in the community.</p>
TIME FRAME	45 minutes – 1 hour
PARTICIPANTS	VESA/VSLA/HAD/MDA
Method/Tool	FGD
MATERIALS NEEDED	Flipchart, Markers, Tape
VENUE	VESA/VSLA/HAD/MDA Meeting Place
Note	Start the session with reflection from participants on their action plans following the previous session!

Introduction

This session will help participants understand how off-farm investments for livelihood diversification as engagement in micro-franchising by sales women/men contribute to support nutrition outcomes if designed to be nutrition sensitive to create access and increase availability of sanitation and hygiene materials and fortified products as iodized salt.

Activity Steps:

Step 1: Welcome and greet participants. Tell them that today's discussion is about one form of off-farm investments for livelihood diversification called micro-franchising and its role for better nutrition.

NOTE TO THE FACILITATOR

Micro-franchise sales: people trained for door-to-door sales of fast moving consumer goods i.e. sanitation and hygiene materials, iodized salt and other products.

Nutrition-sensitive IGA: IGA that can contribute to better nutrition outcomes by creating access of sanitation and hygiene materials, fortified foods and iodized salt for family/ community members.

- Step 2:** Establish ground rules with participants at the beginning of the exercise about listening respectfully and maintaining confidentiality
- Step 3:** Show the Picture to participants and facilitate discussion on the below questions.



KEY QUESTIONS TO ASK

1. What do you see in this picture?
2. Do you have micro-franchise sales women/men in your community? If yes, what types of products are made available through them? If no, do you think it is useful to have such people?
3. What are the most common products that are promoted by micro-franchise sales women/men in our areas? Why? What more do you want them to bring?
4. What are some of the products with nutrition value that micro-franchising sales women/men should promote in our communities?
5. What are the benefits of including nutritious and hygienic products in micro-franchise sales women's/men's sales items?
6. What are the other off-farm possible IGAs in our community that can be used to promote nutritious and hygienic products?
7. Are there constraints for off-farm engagement by women/men like in micro-franchising in our community? What can be done to improve that?

NOTE TO THE FACILITATOR

Nutrition-sensitive IGAs like micro-franchising is very important in terms of creating access and increasing availability of products that improve nutrition outcomes. If IGAs are nutrition sensitive, it helps in creating access to the community to get nutritious food, hygienic materials, and increase chance of being consumed by the community which is a benefit for the consumers, as well as producers. Moreover, making IGAs nutrition sensitive is a “two bird in one stone” approach as it contributes to both economic empowerment and nutrition security.

5.5 Gender in Leadership



Domain	Description (Ag)	Indicators for (Ag)	Description (Nutrition)	Indicators (Nutrition)
Leadership	Membership in economic or social groups and comfort in speaking in public	Group membership and status	Membership in M2M/WDA groups and leadership status in such groups	Group membership
		Speaking in public and Communication		Leadership role in the groups

5.5.1 Module 46: Women's Representation & Decision Making in Formal & Informal Institutions⁴⁵

OBJECTIVES	<p>To explore women's representation in formal institutions in their kebeles/woreda.</p> <p>To explore the challenges women face in gaining leadership and decision making roles.</p> <p>To identify the attitude of the society towards women's leadership and decision making ability.</p>
TIME FRAME	2.5hours
PARTICIPANTS	Mixed group
Method/Tool	Storytelling and value clarification
MATERIALS NEEDED	Flip chart and marker
VENUE	VESA/VSLA Meeting Place
Note	Start the session with reflection from participants on their action plans following the previous session!

Introduction:

Women's empowerment is needed for a woman to realize her full human rights: the combined effect of changes to her own aspirations and capabilities, the environments that influence or dictate her choices, and the interactions she engages in each day.

Formal and informal spaces may include village committees, government administration, village savings and loans groups, in addition to other public groups and forums. The ability to participate meaningfully in public spaces and claim one's rights goes beyond token representation and quotas for under-represented groups within a forum or association. Meaningful participation involves environments where individuals may actively contribute to decisions, where their ideas are heard and considered, and where they can take part in leadership or decision-making.

Women in CARE's intervention area are less empowered, and with the cultural setting and social attitudes towards women, are not able to fully exercise their rights. Women are not allowed to speak in public, such as in meetings or in any other community gathering. Women are given less value and

⁴⁵ Adapted From: CARE Ethiopia. (2014). *Social Analysis and Action (SAA) for Food Security Programs Facilitation Manual*. P. 17-19

respect for participating in public engagements than in their engagement in household matters. As a result, women also are discouraged to assume leadership and decision making roles. This module will focus on engaging participants to explore the relevance of women's involvement and voice in formal and informal institutions.

Activity Steps:

Step 1: Brainstorming

Introduce the topic and objective of the session. Ask participants to brainstorm on the relevance of the topic to their context. Ask participant to brainstorm their perceptions towards women speaking in public and representation in leadership in the kebeles/woreda.

Step 2: Story telling

Tell participants the story of Abebech and her husband.

The Story of Abebech and her husband

Abebech and Ato Mola are married and have four children. Often, Abebech and her husband go to meetings together. But most of the time Abebech does not say anything in meetings, whether she has opinions or not. One day, they both went to a kebele meeting where Abebech finally decided to put forward what she thinks is important to the community, and so raised her hand. However, the chairman didn't give her a chance to speak and so she was sad about the situation.

On the way home, Ato Mola yelled at his wife about how disappointed and embarrassed he was that she raised her hand to speak in front of the meeting participants. He said, "why do you want to talk in public? What important things do you have to say to demand to speak in front of all these people? Do you want to embarrass me in front of the people? You know well that women are not supposed to talk in public". Finally, he told Abebech that from now on, she will no longer attend meetings with him.

Let participants re-tell the story in their own words to check they understood the story.

Step 3: Discussion Points

Pose the following questions for participants to discuss:

- Does Abebech's story relate to your situation?
- Do you know anyone who has similar story to Abebech and her husband?
- What do you think are the solutions for Abebech's problem?
- What do you think Abebech's husband has to do?

Step 4: Value Clarification

Tag the following value statements on different corners of the space/place of the room

- Women are fragile and emotional hence unfit to be leaders
- Women don't have knowledge to represent their HH or community in formal and informal associations
- Men are natural leaders because they are rational beings
- All women are better at communicating with their children over communicating their ideas to the public

Read the statement out loud. Ask participants to stand with the statement that they think best suits their beliefs and attitudes towards women and men. Ask participants the reason why they choose their stand/statement.

Pose the following questions to ignite the discussion:

- Do women speak in public? If yes, give some examples.
- Do you feel comfortable being represented by a woman?
- Is it acceptable for women to speak in public? Do you think their ideas are respected?
- Do women safely move from one place to another by themselves? E.g. to market, health post, kebele or other places?

Step 5: Wrap up the session

Take the group through an analysis of why women do not feel at ease speaking in public and try to find out cultural and attitudinal perception on the issue of speaking in public. Highlight how this is due to their exclusion from the public space and major community concerns are taken care of only by men. Meanwhile, women are not accustomed to how to engage with formal institutions in their vicinity. It is inevitable that women need to be empowered to meaningfully participate in community discussions and decision-making.

5.5.2 Module 47: Listening and Self-Value⁴⁶

OBJECTIVES	<p>To encourage dialogue based on respect and to establish ground rules concerning behavior during the training, both personal and group behavior.</p> <p>To help members recognize their own abilities.</p> <p>To make participants aware of own skills and abilities they may have come to think of as normal and natural.</p> <p>To send a clear message about personal skills that should be valued.</p>
TIME FRAME	1hour
PARTICIPANTS	Mixed group
Method/Tool	Talking Stick and Treasure Hunt
MATERIALS NEEDED	A stick, preferable staff or ceremonial stick carved out of wood. Flip Chart, Markers
VENUE	VESA/VSLA Meeting Place
Note	Start the session with reflection from participants on their action plans following the previous session!

Introduction:

This module will help participants realize the value of listening and collaborative engagement with the group. It will introduce them with a simple tool that they can use to let others speak and take turns for active listening. Also in this module, the values that each participant possess but fail to realize will be explored. This is supposed to let participants have self-awareness which is the basis for self-esteem. Often, understanding self-value will inspire considering self as worthy of engagement, communications and leadership.

Activity Steps:

Step 1: Ask the participants to sit in a circle.

Step 2: Holding the stick in front, the facilitator should tell the story and rules of the talking stick.

⁴⁶ Adapted from: Engender Health and Promundo. (2008). *Engaging Boys and Men in Gender Transformation: The Group Education Manual*. P. 57. And Helen Keller International (Unpublished). As cited in Access Africa. (2013). *Village Savings and Loan Associations (VSLAs): Programme Guide-Field Operations Manual with Integrated Gender*. P. 120-122.

Facilitator Tells Abbreviated Story: The idea of the talking stick began with North American Indians who used it in ceremonies. Groups of men from the tribe would sit in a circle at the end of the day to discuss any disagreements. The talking stick represented the power of the tribal leader and when he held it – it meant for others to remain quiet and listen to his words. When another man wanted to speak, he asked permission to hold the stick.

The person holding the stick has a potential weapon in his/her hands. The group relationships and discussions have a similar power; as through our words and bodies we can offer respect or offense. The objective of the talking stick is to promote understanding and dialogue and to distribute power. Each member of the group has the right to ask for the stick and must respect the person who is holding it, waiting for him or her to stop talking. And each person who holds the stick must also be ready to give it up.

Step 3: Pass the stick around the group and ask each participant to express one hope and one fear about joining the VS&LA. They should be encouraged to say, “I hope that...” and “I fear that...” Everyone should have the chance to hold the talking stick.

Step 4: When the talking stick returns to the facilitator, s/he should ask participants to think of other rules for the peaceful coexistence or functioning of the group. The facilitator should state: “When you want to speak to say/suggest a rule, you should request the stick from whoever is holding it.” (This includes the facilitator.)

Step 5: The facilitator should write the rules on the flipchart and verbally speak them.

Step 6: The facilitator should ask if everyone understands and agrees with them.

Step 7: The facilitator should ask if the group likes using the stick and wants to continue using it.

NOTE TO THE FACILITATOR

Although the VSLA members might be familiar with this activity, it’s important to set up rules for this new group that now includes their spouses.

Step 8: Ask all participants to stand in a circle.

Step 9: Explain the process: You will call out a value or skill and everyone who thinks s/he has that value /skill stands together in a cluster in the middle of the circle. Demonstrate what you mean: say “I am looking for people who like to sing! (Ask all those who like to sing to stand together and briefly chat about why and what they like to sing.)

Step 10: Begin to play – change categories often so that participants keep on moving!

Other values:

- Grows good crops
- Knows how to cook well
- Can negotiate good sales prices
- Can make people laugh
- Grows healthy crops
- Is a good listener
- Knows how to treat a cold
- Can put a crying baby to sleep
- Can run fast
- Can carry heavy loads
- Has a good relationship with her brother / sister / spouse
- Knows how to make a stove

Step 11: Stop the game and ask participants to sit in a circle. Explain that this game is called 'treasure hunt' because it helps us to identify the skills and abilities of people in the group.

Step 12: Discuss what happened:

- What were the treasures? (personal abilities / skills)
- Who had at least 3 treasures? What does this say about us? (We have a lot of skills and knowledge amongst us! We can do many things)
- Why do we find it hard to think of these skills / abilities as valuable and things to praise?

Step 13: Explain the following: It is hard to build self-esteem. That is, to change the way we think about and see ourselves. A person who has no self-esteem has little confidence in their abilities. A person who has a good sense of self-worth is able to manage everyday challenges much better. They can make decisions and act on them. If we want to change the way we relate to each other we have to support each other and build each other's strengths and abilities.

Step 14: Ask: What can we do to help each other build our strengths and believe in our abilities?

Step 15: Discuss Key points- We all have skills, abilities, strengths – but often we are not aware of them and do not value them. Building self-esteem (the way we view ourselves) is a difficult process. We can assist each other by encouraging, praising, thanking, showing respect and admiration. Such experiences will change the way we see ourselves.

5.5.3 Module 48: Learning To Listen⁴⁷

OBJECTIVES	To practice demonstrating active listening skills To use communication and concentration skills to conduct messages
TIME FRAME	45 Minutes
PARTICIPANTS	Mixed group
Method/Tool	Role Play and Telephone
MATERIALS NEEDED	None
VENUE	VESA/VSLA Meeting Place
Note	Start the session with reflection from participants on their action plans following the previous session!

Introduction:

In this module, indications of active listening will be demonstrated through a role play. It is important to exercise active listening skills for a better communication with individuals and groups.

Activity Steps:

- Step 1:** Facilitator divides participants to get into groups of 3.
- Step 2:** Facilitator then gives the following instruction- Ask participants to think about a moment in your life when you were very happy.
- In each group there will be a person who is A – the storyteller, B- the listener, and C- the observer. Have each group decide who is A, who is B, and who is C.
- Step 3:** The facilitator gives the signal for A to begin to tell her/his story. B to listen actively, and C to watch.
- Step 4:** After a few minutes the facilitator stops the process.
- Step 5:** The facilitator gives a new instruction: This time, A will continue telling the story but now B will not listen actively or pay attention to the storyteller. Again, C must observe what B does.

⁴⁷ Adapted from: Access Africa. (2013). *Village Savings and Loan Associations (VSLAs): Programme Guide-Field Operations Manual with Integrated Gender*. P. 124-125

Step 6: After a few minutes the facilitator stops the process.

Step 7: Facilitator discusses with the participants what happened by asking the following questions:

- How did you know that B was listening?
- How could you tell when they stopped listening
- What body language did you use to show that they were paying attention?
- What body language showed that they were not listening?

Ask the storytellers:

- How did it make you feel when they were or weren't listening?
- How did it change the way that you told your story?

In plenary, ask participants to reflect on their own experiences:

- Have you experienced situations like this before? What happened? How did you respond in these situations?
- Why is active listening an important part of communication?
- How do you know when active listening takes place in your home?
- How do you know when active listening takes place in community meetings?
- What can we do to make sure that everyone's voice is heard (in the home, or in a group)?

Step 8: The facilitator summarizes the key points-- If we are going to be comfortable sharing our ideas and feelings, we have to trust that the people in the group are really listening. We can use these skills to show that we are actively listening when people speak.

Step 9: The facilitator inform participants that they will now do another exercise on listening and creates a message to be sent through to each player.

Step 10: The facilitator asks members to form a line and remain quiet. (Depending on the size of the group, it often works best to divide the group into two lines and give each line a different message to send through the line.

Step 11: The facilitator starts off by whispering the message to the person at the beginning of the line.

Step 12: Once the second person has received the message, they will then whisper it to the third person next in line.

Step 13: The third person will whisper it to the fourth and so on and so on.

Step 14: After the last person in the line has received the message, they have to repeat it out loud to see if it's the same message that was sent from the start.

Step 15: Facilitator discusses what happened to the message. Facilitator elicits from the group what this says about messages and how people communicate with one another. What is important about this for the group?

5.5.4 Module 49: Fixed Positions⁴⁸

OBJECTIVES	To encourage participants to realize that a person's perspectives on things are based on who they are and their own experiences. To encourage people to be less judgmental about the actions of others.
TIME FRAME	20 Minutes
PARTICIPANTS	Mixed group
Method/Tool	Role Play
MATERIALS NEEDED	None
VENUE	VESA/VSLA Meeting Place
Note	Start the session with reflection from participants on their action plans following the previous session!

Introduction:

This module will help participants realize the need to have enough information which is substantiated by evidence before reaching at a conclusion. The need for understanding own position and how it could limit one's knowledge about the matter under question is important to suspend judgment. Suspending judgment on the other hand will help participants give room for more discussion and encourage them to entertain other people's perspectives.

Activity Steps:

Facilitator asks participants to stand in a circle. Given that this is a meeting with potential participants of a VS&LA group, the facilitator should divide them based on these potential groups.

Step 1: The facilitator asks each potential VSLA/VESA group to form a circle. The facilitator asks one participant to stand in the middle of the circle, facing only one direction. The facilitator tells the volunteer to stay facing the same direction throughout the activity.

⁴⁸ Adapted from: CARE's Pathways Group Empowerment (2012). *Working with Change, Working to Change Activity Tool: Topics, Strategies & Tools*. P.18 As cited in Access Africa. (2013). *Village Savings and Loan Associations (VS&LAs): Programme Guide-Field Operations Manual with Integrated Gender*. P. 126

- Step 2:** The facilitator explains to all participants that s/he is going to ask some questions. The facilitator instructs participants to answer only according to what they can actually see from their own position, not what they know is there.
- Step 3:** The Facilitator asks someone standing in front of the person in the middle of the circle: "How many eyes has s/he got?"
- Step 4:** The facilitator asks someone standing behind the person in the middle of the circle: "How many eyes has s/he got?"
- Step 5:** The facilitator asks someone standing to the side of the person in the middle of the circle: "How many eyes has s/he got?"
- Step 6:** Then the facilitator should thank the volunteer and choose a new volunteer. The facilitator should then repeat the process but ask, "How many arms does she have?"
- Step 7:** Lastly, the facilitator chooses one participant to walk around the whole circle, looking at the person in the middle of the circle from all angles. Ask the participant walking to give a running commentary on what s/he is seeing and how her/his vision of the person in the middle changes.
- Step 8:** The Facilitator leads a discussion on feedback about the activity. The facilitator asks participants to consider how a person's perspective on a situation shapes their understanding of it.
- How can we give ourselves a more complete picture most of the time?
 - How can we relate this exercise to our everyday experience?
 - How can we relate this exercise to working in this group together?
 - What is important to consider about other group members?

5.5.5 Module 50: Leadership Qualities⁴⁹

OBJECTIVES	To Identify responsibilities and desired qualities of leaders To Identify the leadership characteristics participants have To communicate leadership qualities required for VSLA/VESA establishment and successful implementation
TIME FRAME	1 hour and 30 minutes
PARTICIPANTS	Mixed group
Method/Tool	Lecture, buzz group and plenary
MATERIALS NEEDED	Flip-chart and markers
VENUE	VESA/VSLA Meeting Place
Note	Start the session with reflection from participants on their action plans following the previous session!

Introduction:

This module will help participants identify leadership qualities of their own and that of people they admire as leaders. Participants will be able to share values the group seek in a leader and show that both women and men can have them. The roles, responsibilities and qualities of VSLA/VESA management committee will be discussed so that participants are able to identify men and women leaders to serve in their respective groups to run management committees.

Activity Steps:

- Step 1:** Ask the participants, individually, to think of someone they see as a good leader. It could be their mother, grandfather, former teacher, aunt, edir leader, community leader, etc. and think of why they admire them. How does this person act? What qualities does this person have to make them admire her/him?
- Step 2:** Then ask the group to pair up with the person next to them and take turns to explain why they have chosen that person and the things they admire about the person's actions, attitudes and values.

⁴⁹ Adapted from: CARE Feed the Future Ethiopia – Livelihoods for Resilience Activity. (2017). *VESA MANUAL*. P.17-19.

Step 3: After about 5 minutes, ask each participant to present to the group the person chosen by the other person in the pair. They should state why they admire this person. How do these leaders relate to the person they want to become and things they want to achieve?

Step 4: Ask participants the following questions:

- What leadership qualities or skills did many of the admired leaders have in common?
- Are most of the mentioned leader's men or women?
- Are there any leadership positions open only to men or only to women? If so, why is this?
- What leadership roles do women hold in your community? They can be people who are influential in maintaining traditions, or who perform a function necessary to the community. [For the Facilitator: If the leadership roles of women in the community is minimal, ask why?]

Step 5: Explain to participants that in order for the VSLA/VESA to be implemented successfully, the defined roles and leadership qualities of the management committee are essential. Take participants through the roles and qualities of the management committee as explained in the table below.

Position	Responsibilities	Desired Qualities
Association Chairperson	<ul style="list-style-type: none"> • Calls the meeting to order, announces agenda and leads the discussion • Ensures that the meetings follow proper procedures and that the constitution is followed and respected • Maintains discipline and charge lines as needed • Facilitate discussions and ensures that everyone's views are listened to • Resolves conflicts • Represents the association to outsiders and non-members, including local government officials 	<ul style="list-style-type: none"> • Respected • Confident and calm when speaking in front of others • Treats everyone equally • Listens to others • Organized • Always on time
Record Keeper	<ul style="list-style-type: none"> • Ensures that all transactions for the Social Fund, share-purchase and lending take place according to procedure and that all rules are followed • Makes all passbook entries for shares and loans • Reads the Social Fund and Loan Fund cash balances aloud each meeting 	<ul style="list-style-type: none"> • Good with numbers • Writes neatly • Trustworthy • Always on time

Box Keeper	<ul style="list-style-type: none"> • Keeps the association box safe in between meetings • Ensures that he/she is accompanied to/from meetings as necessary • Brings the box to the meeting on time 	<ul style="list-style-type: none"> • Trustworthy • From a household that has a good reputation • Lives in a secure house • Always on time
Money Counter	<ul style="list-style-type: none"> • Counts all amounts paid to, or taken from, the VESA • Informs the record keeper of the correct amount to be recorded in the passbook 	<ul style="list-style-type: none"> • Able to count quickly and accurately • Trustworthy • Calm and organized • Always on time

Step 6: Ask participants: do women have the qualities for the admired leaders mentioned? (Emphasize that there are no leadership positions for only men or women. Also explain that both women and men have the desired qualities for leadership. Both women and men also have the potential to develop the qualities.)

- You can tell participants some additional qualities of a good leader as: a leader is a leader everywhere s/he goes; and every person is a leader and has a responsibility to practice the above qualities.

Step 7: Ask participants to think of the leadership characteristics they feel they have?

Step 8: After 5 minutes, ask volunteers from women first then men to share their characteristics. If participants are shy to volunteer, ask members if they can share the leadership characteristics of three women and three men in their VESA groups; have each men and women explain about one other person only.

Step 9: Ask each person to think if they identify themselves as a leader? Why or why not?

Step 10: After 5 minutes, ask would others consider you a leader? Why or why not?

Step 11: What are the reasons holding women and men from becoming a leader? (Take note of the answers).

Step 12: What are some ways one may use to overcome these reasons/challenges? (Take note and use these for informing participants' action plan).

Step 13: Summarize the main points as:

- Both women and have the potential to become leaders
- Leaders are responsible to guide and support group gently to their goals
- Remember the qualities of a good leader

- Leadership is a skill that people can develop. Even if they are not elected as leaders for this period, they can develop their skills and be better leaders for the next election.

Step 14: Ask participants to discuss with their family and reflect on the session they had; leadership skills of men and women; and the possible things they could do to improve their leadership skills before they come for the next session meeting.

5.5.6 Module 51: Module: Women's Group Membership and Participation

OBJECTIVES	<p>To understand women's representation in local establishments.</p> <p>To explore the relationship between women's memberships in groups and its opportunities.</p> <p>To understand women's level of interest when it comes to public representation</p>
TIME FRAME	1 hour
PARTICIPANTS	Mixed group
Method/Tool	FGD inspired by Women's Empowerment (Longwe) Framework
MATERIALS NEEDED	Flip chart papers, bold markers or sketch pens of different colours, cards, rulers, adhesive tapes.
VENUE	VESA/VSLA Meeting Place
Note	Start the session with reflection from participants on their action plans following the previous session!

Introduction

This tool will help to critically understand the opportunities women have in becoming members of local establishments. The importance of having a voice to create an enabling environment for women's access to information, and control over resources and decision making on the different aspects of their lives will be discussed.

Activity Steps:

Pre assignment:- conduct a desk review or a brief meeting with kebele representatives and take note of the local establishments, unions, cooperatives, associations or government organized groups. (M2M/WDA, FEMA, Union etc.)

Step 1: Welcome participants and explain the purpose of the tool.

Step 2: Ask participants to explain what kinds of local establishments, unions, cooperatives, asso-

ciations or government organized groups. (M2M/WDA, FEMA, Union etc.) that there are in their respective localities.

Step 3: Draw a table like the below.

Local establishments	Awareness (yes or no) (how many are aware of the existence of the establishment) (make sure to put the result in sex disaggregated)	Membership (how many of participants are members) (make sure to put the result in sex disaggregated)	Positions in the associations (how many of participants are on leadership positions and on just participation position) (make sure to put the result in sex disaggregated)	Purpose of the establishments	Benefits of establishments as expressed by members
M2M					
WDA					
Cooperatives					
Unions					

Step 4: Ask participants to reflect their idea of what the importance of membership in each one of identified local establishments. Further engage with those who claimed membership of the establishments to share the benefit they have had so far.

Step 5: Once completed insert all mentioned benefits on the last column of the table

Step 6: Separate establishments with predominant men membership compared to women. Remember that women could be aware of the existence of the establishments but may not be members and men could hold the leadership positions in establishments while women only participate.

Step 7: Have a discussion on establishments with no or less number of women as members as to why they are not members and further on variation when it comes to the positions they hold in respective establishments.

- Look for response such as:
 - We are not interested
 - We don't have much time to attend
 - We lack the authority to decide on attending public meetings

Step 8: Bring the points listed out on the purpose of establishment from the table and ask women if it's important to them to attend each of the establishments and the same to men.

Step 9: Continue the discussion with the following reflection questions:

- How do the causes and effects relate to each other?
- What are the causes for no/less membership of women in establishments?
- Are the roots causes related to an absence of a resource or service? Or is it because of a Particular mind-set or belief? Do both men and women share these beliefs?
- Who reinforces these differences in the community?

NOTE TO THE FACILITATOR

The ability to participate meaningfully in public spaces and claim one's rights goes beyond token Representation and quotas for under-represented groups within a forum or association. Meaningful participation involves environments where individuals may actively contribute to decisions, where their ideas are heard and considered, and where they can take part in Leadership or decision-making. When looking at participation of women it should be assessed if the participation is valued by women themselves, if not what are the reasons behind. Participation is beyond adding number to the list hence it needs thoughtful considerations as creating a conducive environment to accommodate women which would in turn make women meaningful contributors as well as beneficiaries of these establishments.

5.5.7 Module 52: Taking leadership Roles in M2M/WDA Groups ⁵⁰

OBJECTIVES	To explore what holds women back in terms of participating and taking leadership roles within their communities.
TIME FRAME	1 hour
PARTICIPANTS	Mixed group
Method/Tool	Birdcage Code ⁴⁸
MATERIALS NEEDED	Birdcage Code with questions on the back
VENUE	VESA/VSLA Meeting Place
Note	Start the session with reflection from participants on their action plans following the previous session!

⁵⁰ Adapted from: The TOPS Program and CARE International. (2017). *REALIZE: Social and Behavioral Change for Gender Equity and Diversity*. Washington, DC: The TOPS Program. P.66.

Introduction

To provide an opportunity for small group reflection on where we may be stuck or limited in terms of gender equity and diversity behaviors.

Activity Steps:

- Step 1:** Divide the participants into small groups no bigger than 5 people in each group
- Step 2:** Pass out the Birdcage hand-out with the discussion questions printed on the back
- Step 3:** Ask participants to choose one person to facilitate the discussion (reading the discussion questions on the back of the picture, one at a time, and allowing time for discussion before moving on to the next questions.

The Birdcage Code



Sketch by: Regina Doyle

Step 4: Study the picture carefully and discuss using the following questions on the back of the picture:

- Describe the picture in your own words. What do you see in the picture?
- What is the problem? How does this happen in real life?
- What “cages” (related to women taking leadership roles in M2M/WDAs and other establishments) exist in their women’s lives?
- Look for answers like, not confident enough, we have household chores, we can’t read and write etc.
- What “cages” (related to women taking leadership roles in M2M/WDAs and other establishments) exist in the community?
- Look for answers like, women are expected to stay home and raise kids, it’s not recommended as the area is not safe for women to leave the house and attend public meetings, the community will tease such women’s husbands e.t.c
- Why do we stay in these cages?
- What will it take to y out of the open door?

Step 5: Reassemble the group and ask them to share insights on each question from their small group discussions.

Input: Women’s aspiration to engage in leadership roles and opportunities is determined by many elements starting from their personal interest that is influenced by the social and cultural norms, beliefs, and expectations. Other related roles and responsibilities such as parenthood and household responsibilities also affect women’s engagement in leadership. This would affect women’s representation and even their livelihoods restraining their opportunity for important information and life skill opportunities.

5.6 Gender in Time Use



Time	Allocation of time to productive and domestic tasks and satisfaction with the available time for leisure activities	Workload	Allocation of time for BF, IYCF, productive engagement and available time for leisure	Availability of time for BF, IYCF on top of productive engagement
		Leisure		Food Preservation for reduced workload, better nutrition and food security
				Men engagement in sharing workload in general for allowing time for BF and engagement in IYCF
				Leisure/rest for pregnant and lactating women

5.6.1 Module 53: Division of Labor⁵¹

OBJECTIVES	To realize women's triple role
	To communicate women's workload and its effect on their productive engagement
	To call for workload sharing between husband and wife
TIME FRAME	45minutes
PARTICIPANTS	Mixed group
Method/Tool	Case Story
MATERIALS NEEDED	Picture code (if available), ip chart, marker, color paper
VENUE	VESA/VSLA Meeting Place
Note	Start the session with reflection from participants on their action plans following the previous session!

Introduction:

It is common practice to see women work for 15-17 hours a day in rural communities, which ultimately hinder the involvement of women in IGAs. In relation to this, the gender division of labor is intact in rural settings, whereby inequality in labor division is huge. Here women receive minimal support in their reproductive, productive and community managing roles from their male counterparts. In addition, this could hinder women's participation in associations, trainings, etc. Sharing household chores focuses on how activities inside and outside the household are distributed in many contexts around the world. The module allows community groups to envision alternative roles for women and men and openly discuss different ways that husbands and wives can work together for a better life.

Activity Steps:

Step 1: Read the following Case Story for Participants

⁵¹ Adapted From: CARE Ethiopia. (2014). *Social Analysis and Action (SAA) for Food Security Programs Facilitation Manual*. P. 10-13

Alemitu Case Story

Alemitu sits impatiently as the meeting drifts on and off topic. She does not have time for this. For the past 10 hours, she has been collecting coffee beans, packaging it and delivering it to the buyers. Before the day is done, she must still return home, prepare dinner, wash clothing and sleep so she can begin early tomorrow.

Since joining the Coffee beans collector factory, she has become prouder but also wearier. When Alemitu arrived from her rural community, she had no luck finding work and was looked down on for her work. But not anymore. She is now proud that her participation in the coffee bean collector factory has brought dignity and enhanced her ability to earn fair wages to feed and educate her two sons.

However, her days are now longer – stretching beyond 16 hours. After work and association responsibilities, she returns home to all the household responsibilities she always had. Her relationship with her husband has become more distant, and he stopped covering most of the household expense, at times beating her for staying out late. Alemitu is very glad to have taken part in the factory and the increase in income it has provided. However, while the factory helped her financial problems, it never allowed Alemitu to challenge the unfair structures and relationships in her own home.

(After finishing the story, let the participants repeat the story in their own words to check whether they understood the story or not.)

Step 2: Facilitate discussion using the following questions

- What do you think are the solutions to Alemitu's problem?
- What would you say to Alemitu if she were a member of your group?
- Do you know anyone who has a similar story to Alemitu who also works outside the house? If yes, what does the community say about this?
- What do you think Alemitu's husband has to do?

5.6.2 Module 54: Daily Activity Schedule⁵²

OBJECTIVES	To increase participants' awareness on gender differences that exist between women's and men's daily activities.
TIME FRAME	1.5hours

⁵² Adapted from: Access Africa. (2013). *Village Savings and Loan Associations (VSLAs): Programme Guide-Field Operations Manual with Integrated Gender*. P. 134-135

PARTICIPANTS	Mixed group
Method/Tool	Activity Schedule
MATERIALS NEEDED	ip chart and markers
VENUE	VESA/VSLA Meeting Place
Note	Start the session with re ection from participants on their action plans following the previous session!

Introduction:

People take part in different activities starting from when they wake-up in the morning until they go to sleep in the night. Activities that are taken care of by men and women are different in different communities and in many cases women tend to spend more time working and less time for leisure and sleep compared to men. This module will help participants analyze time spent by men and women on a daily basis so that they realize women's workload and take favorable action.

Activity Steps:

- Step 1:** Explain that the activity is to understand what each person does each day for their daily activities. (The facilitator should remind the participants that this is a group learning exercise and that it is not necessary for everyone to agree on everything.)
- Step 2:** Divide the group into two or more smaller, homogenous groups- all women, all men.
- Step 3:** Ask the groups to either write or draw a list of all the activities they complete in a normal 24 hour period, starting with when they wake up and ending with when they go to sleep. They should list out the time they spend on the activity, where they complete the activity and if anyone who helps them with the activity.

The groups should fill in a chart that looks like this:

No.	Activity	Time Spent	Location of activity	Helper (Person who assists)
1				
2				
3				
4				

- Step 4:** After the rst lists are complete, ask the participants to create a second list that describes all the activities they can think of that people of the opposite sex do on a daily basis. (The wom-

en will make a list of men's activities and the men will make a list of the women's activities.)

Step 5: When the lists are finished, ask the small groups to share them with the larger group.

Step 6: Ask the groups if there are any themes that emerge.

Step 7: Discuss the findings with the group using the following guiding questions:

- What surprised you about this exercise?
- Did the men accurately list women's activities? Did the women accurately list men's activities?
- Is there a difference in the kind of activities that men and women do? What is the difference?
- What is the reason for the difference?
- Does society expect very different things from men and women? Why does society expect men and women to spend time in different ways?
- Which group has more leisure time to spend as they like? Which group has a larger workload? Is this justified? Why or why not?
- Are there certain ways that you would like to change community expectations of men's and women's daily activity schedules and workloads? What are they? Describe them.

5.6.3 Module 55: Services and Technology to Reduce Workload and Save Time⁵³

OBJECTIVES	To identify different categories of infrastructure and services that reduce workload and save time
TIME FRAME	45 minutes – 1 hour
PARTICIPANTS	Mixed Group
Method/Tool	Community Mapping
MATERIALS NEEDED	Flipchart, Markers, Tape
VENUE	VESA/VSLA Meeting Place
Note	Start the session with reflection from participants on their action plans following the previous session!

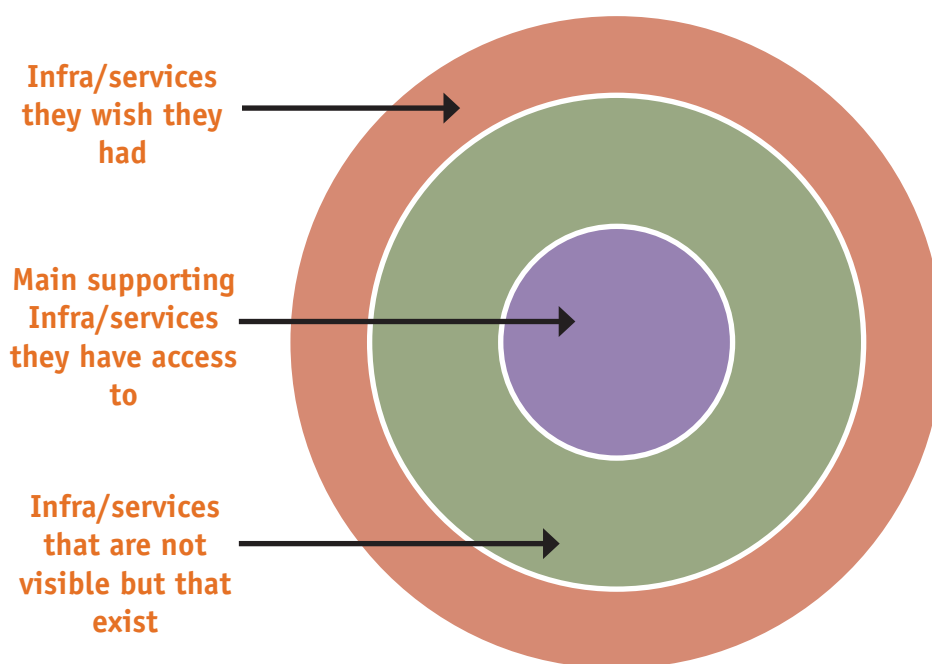
⁵³ Adapted from: Carine Pionetti and Thalia Kidder (2013). *Rapid Care Analysis toolbox of Exercises: Participatory Exercises: OXFAM*. P. 25-28. Revised by Unity Chipfupa (2016)

Introduction

This tool will help participants look at the infrastructure and services that support housework, reduce workload, and save time in the community.

Activity Steps:

Step 1: Ask participants to draw a few important landmarks from the places where they live and work. The landmarks should cover a large circle. Then ask them to represent all the places that people go to in order to do the works they need to do. Examples can be water sources, the health post or hospital, the school, sources of fuel, transport to reach state services, the grain grinding machine, the oil press, grandparents' house, the counsellor for HIV-positive people, shops to buy food or cleaning supplies, market place to buy or/and sell goods, etc. You can use a different color for each work category.



Step 2: Draw a second outer circle, larger than the first, and ask participants to represent the services that are not visible in the community, but do exist (in green color). This may include services provided by the community (for example by religious organizations, NGOs, or the elders' council); by the municipality or state (e.g. subsidies/social protection, old age pensions) or by the market (e.g. small businesses selling prepared food or laundering clothes; employers that pay for childcare, health or maternity benefits).

Step 3: Draw a third outer circle (larger than the previous one) and ask participants to reflect on what they 'wish to have' to complement or improve what already exists (these should be written out

in red). This may include new services or infrastructure, but also more efficient equipment, social innovations systems, more user-friendly services, Technologies and so on.

NOTE TO THE FACILITATOR

Making a community map often requires more time. It is best to do it where you have a relatively large number of participants (more than 12). Try to identify people within the group who are good at drawing, listening, or synthesizing information, and rely on them for eliciting information from the group, and for producing the map.

Step 4: Generate a discussion on options for reducing and redistributing workload and to save time using the following probing questions:

- What forms of social innovations (labor-sharing, support for childcare) and technological innovations (pounding mills, energy-efficient cooking stoves, solar light, rope and washer pump, milk churners, maize sheller, inset and other plant choppers, etc) could be developed or strengthened in order to reduce the time or labor that household work requires of individual women? Try to make a list.
- How can we re-distribute works within the household, between men and women, between boys and girls, or between different generations without increasing work for girls and older women but for better distribution across household members?
- What additional resources, institutions, services, or subsidies can be mobilized to reduce the difficulties and costs of works done at household level? Use the community map to inquire about the appropriateness and efficiency of existing services and infrastructure.
- Which officials and institutions (governments, companies, trade associations, NGOs, religious organizations) could we call on to make decisions to support or invest resources to reduce/redistribute work burdens?

Step 5: Rank the options identified according to the perceived benefits attached to each option:

- Start by discussing criteria for ranking the options identified above.
- What constitutes a 'good option' for different participants? Discuss possible criteria (see the first column in the Ranking Matrix below for ideas to start-off the discussion add additional columns to include more criteria identified by participants). Allow participants to come up with additional criteria.
- Once criteria have been established:
 - Enter the options in the matrix
 - Look at each option and see whether it is feasible and impactful, following the sub-categories

- Explain meaning of dots:
 - 3 dots: strongly agree
 - 2 dots: agree
 - 1 dot: disagree
 - no dots: strongly disagree
- Fill in the matrix collectively. Always ask why when people rank the options.

Solution Ranking Matrix: Ranking different options for reducing and redistributing work burden

Options		Criteria					
		Financially feasible	Socially acceptable	Achievable	Saves time for women	Improved quality of life for women (health, mobility, safety)	Improved quality of life for family
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							

Remember: You may add categories if necessary depending on their relevance to your feasibility assessment.

STEP 6: Draw conclusion about the best solution/s and reflect on the outcomes of the two exercises. You may want to utilize the following set of questions:

- What is emerging from these exercises?
- Are men willing to re-consider their own role in sharing or take part willingly in redistribution of workload?
- Are gender norms fixed, or do we observe some change/ flexibility when we use technology or services that reduce workload and save time?
- If so, where are the flexibilities and possibilities for change? What services or technology encourage change?

- What levers can women use to provoke change in their own households?
- What categories of women (such as older or educated women) might be most influential?
- What sort of demands can we formulate at community level and by whom?
- Would men in this community support a clearly articulated demand for more public investment in work burden lessening infrastructure (such as electric mills, rope and washer pumps, or daycare centers)?
- Where are the main blocks, and where do we see substantial scope for change in redistributing care work?

NOTE TO THE FACILITATOR

There are different infrastructures and services that support household work, reduce workload and save time. That is why it is important to know what infrastructure and services are important and strengthen or put them in place according to their importance and impact level. Similarly, technologies or instance, energy-efficient stoves would save time and burden of women who spend a lot of time and energy collecting firewood in addition to improving their health by lessening the smoke created by the burning wood or charcoal.

Similarly, burden reducing and time saving technologies have a great impact on women's workload and health. For instance, technologies like rope and washer pump help reduce the burden and time of fetching water. Technologies like milk churners, chopper and maize and other grain shellers can help reduce women's work burden and save time in addition to encouraging men to share the work. Technologies usually have the effect of changing/making gender roles more flexible.

5.6.4 Module 56: Food Preservation for Reduced Workload, Better Nutrition & Food Security

OBJECTIVES	<p>To explore context-specific food preservation techniques of communities</p> <p>To understand food preservation technologies that can help reduce workload</p> <p>To understand food preservation techniques that can be useful for better nutrition</p> <p>To understand food preservation techniques for ensuring food security in the community</p>
TIME FRAME	45 minutes – 1 hour

PARTICIPANTS	Mixed Group
Method/Tool	FGD and Group Exercise
MATERIALS NEEDED	Flipchart, Markers, Tape
VENUE	VESA/VSLA/HDA/MDA Meeting Place
Note	Start the session with reflection from participants on their action plans following the previous session!

Introduction

Food preservation is the process of treating and handling food to stop or slow down spoilage (loss of quality, edibility or nutritional value), thus allowing for longer storage. It aids in preventing the growth of bacteria, yeast, fungi and other microorganisms to the food. It is important to become familiar with hygiene routing in preserving food, so as to enable us to advise communities to avoid spoilage and food poisoning.

Effective preservation methods (both the existing suitable indigenous methods with the communities and alternative options)⁵⁴:

- Help food last a long time so that families can use it when fresh produce is not available.
- Preserve the nutrients of food.
- Reduce workload
- Help make produce easier to package and transport for selling.

This session will help participants relate food preservation with reduced workload, better nutrition and food security. Participants will be motivated to experiment new and indigenous food preservation techniques.

Activity Steps:

- Step 1:** Welcome and greet participants. Tell them that today's discussion is about food preservation and its techniques for reduced workload, better nutrition and food security
- Step 2:** Establish ground rules with participants at the beginning of the exercise about listening respectfully and maintaining confidentiality
- Step 3:** Facilitate discussion with the group by asking the following questions

⁵⁴ Adapted From: Ministry of Agriculture and Natural Resources and Haramaya University (2009). Training of Trainers on Postharvest Management Manual. P. 60-80

KEY QUESTIONS TO ASK

1. What are you doing when there is boost of production of meat, milk, dairy products, fruit or vegetables)?
2. What are some of the common traditional food preservation techniques to improve availability of food (example, if the household decide to slaughter a small animal such as goat, sheep for the family and keep it for longer time, vegetables or fruits?)
3. What are the benefits of having food preservation?
4. Are there restrictive norms around food preservation in your communities? If yes, on which food items? What is the reason?
5. How does food preservation contribute for reduced workload? Whose workload in the family is reduced because of food preservation? Why?
6. How does food preservation contribute for better household nutrition?
7. How does food preservation help ensure household food security?
8. What are the difficulties/barriers to preserve nutritious foods?
9. What are your household food preservation techniques? Name your three convenient and effective food preservation techniques that you already use.
10. Name the three most admired food preservation techniques that you would like to use in the future.

Step 4: Now divide participants in to three groups (tomato, onion and mango groups). Give the following instruction.

- Discuss preservation techniques steps of your assigned vegetable/fruit.
- If you know more than one way of preservation for your respective food product, the discussion should be on steps for all the different techniques.
- Once you finish discussing steps in your smaller groups (10 minutes), share with the entire group.

Step 5: Make reference to the below note and compliment participants' presentations. It is important to emphasize the importance of hygiene in food preservation to avoid contamination. In case participants are new to the steps of some of the preservation techniques (see the note below). Please introduce them.

NOTE TO THE FACILITATOR

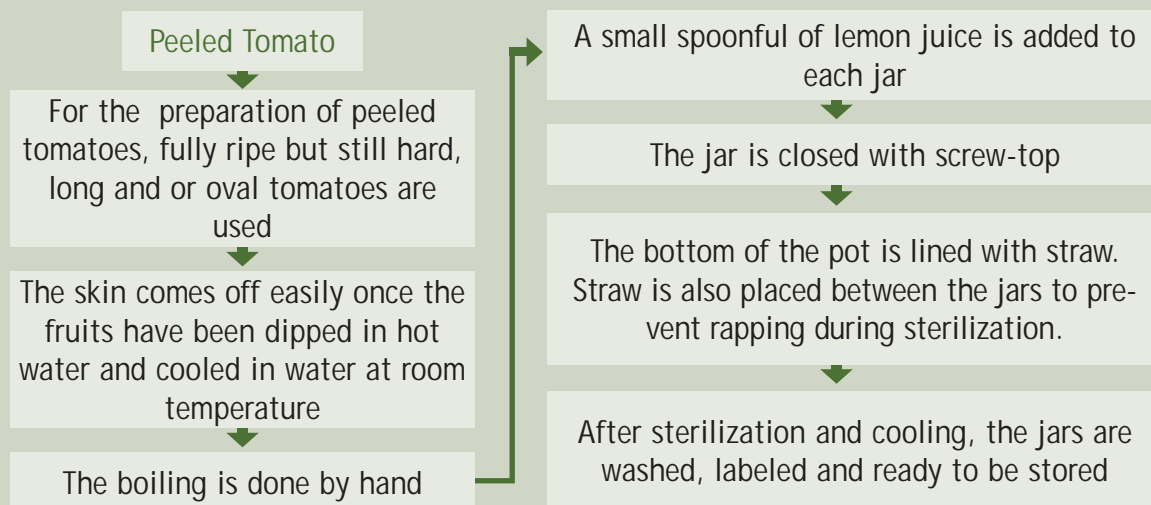
Some of the traditional food preservation processes involving high temperature treatments, freezing or dehydration produce an adverse effect on the texture, flavor and aroma of processed food products. Accordingly, learning some new ways of food preservation is important particularly for retaining the nutritious value of the food.

Some of the possible food preservations techniques are-

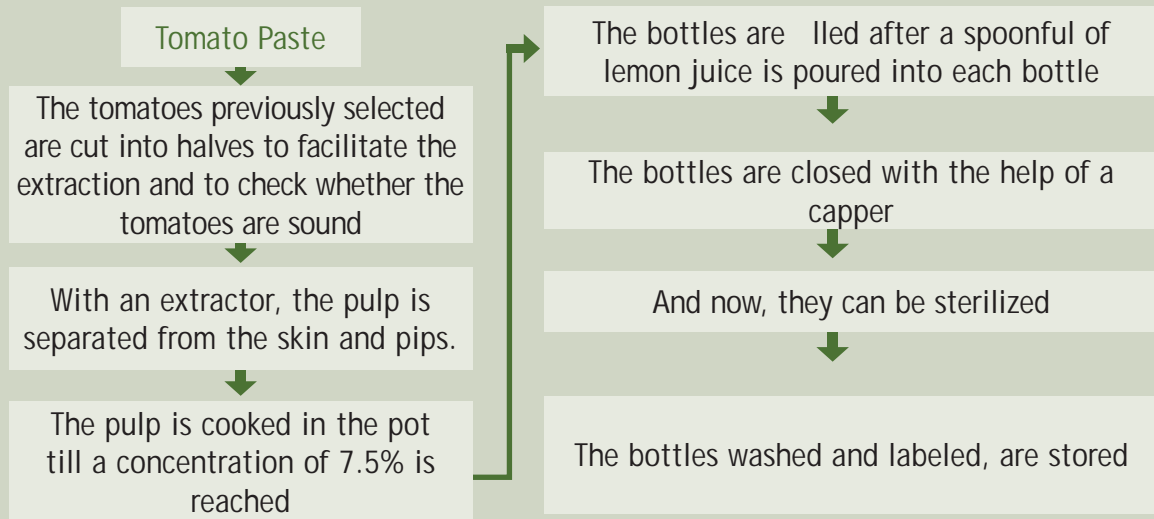
- Use of Heat
- By Drying
- Use of Temperature (Freezing, Chilling)
- Use of preservative (CO₂ or ozone, Use of heavy salt or use of salt combined with curing and smoking in order to be effective)

Steps for some of the food preservation techniques are listed below.

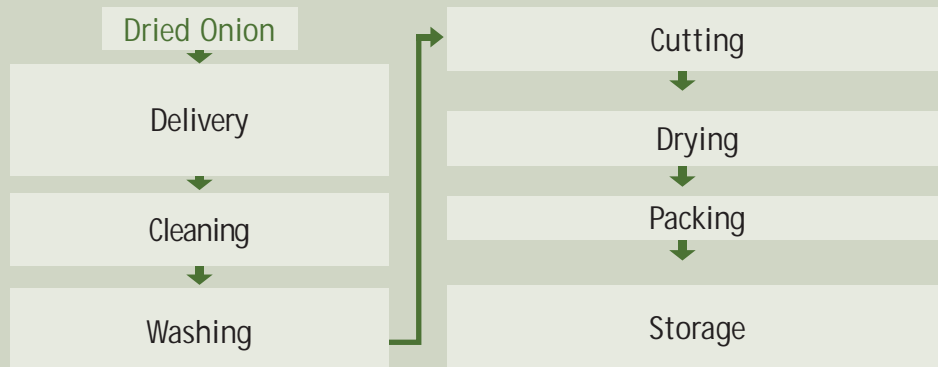
- Peeled Tomato



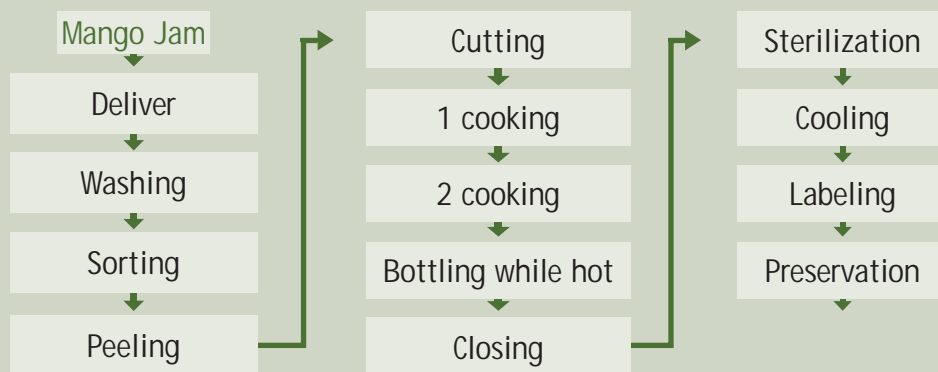
- Tomato paste or sauce /Flow sheet for preparation of tomato paste/pulp/



- **Dried tomato**, Dried Onion, Dried Mango



- Mango Jam



4.6.5 Module 57: Need for Rest in Pregnancy and Lactation

OBJECTIVES	To understand the need for rest in pregnancy and lactation
TIME FRAME	45 minutes – 1 hour
PARTICIPANTS	VESA/VSLA/HDA/MDA
Method/Tool	FGD
MATERIALS NEEDED	Flipchart, Markers, Tape
VENUE	VESA/VSLA/HDA/MDA Meeting Place
Note	Start the session with reflection from participants on their action plans following the previous session!

Introduction

This session will help participants understand the need for rest in pregnancy and lactation

Activity Steps:

- Step 1:** Welcome and greet participants. Tell them that today's discussion is about the need for rest in pregnancy and lactation
- Step 2:** Divide participants into smaller groups and provide flip chart and markers. Give the following drawing activity to help participants visualize how a baby in the womb and an infant gets food from the mother.
- Draw a series of pictures to show how a baby gets all the food from the mother during pregnancy, upon birth to 6 months and from the family beyond 6 months. The facilitator can give them tips so that participants are able to draw three pictures on one flip chart to show a mother and a baby in the womb connected through the umbilical cord, a mother and a baby she breastfeeds, and a mother, a father, a baby and other family members catering for the baby.
 - Post the pictures or lay them on the floor and let participants engage in a gallery walk.
 - Once everyone has a chance to see the different drawings, facilitate discussion on the following questions.
 - Who is the source of a child's food during pregnancy?
 - Who is the source of a child's food from birth up to six months?
 - Who is the source of a child's food from six months on?

- Do you think that a mother needs to eat well so that the child gets all the food that he/she needs? If yes, who should help ensure that the mother is well nourished?
- Do you think that she needs to rest well so that the child gets the food that she/he needs? If yes, why?

Step 3: Ask participants to think about two people for same task; say for example washing clothes, one individual is hungry and the other isn't. Facilitate discussion per the following questions.

- Which one could be efficient if given the task and why?
- What is the relationship between food and energy?
- What is the relationship between workload and energy?

NOTE TO THE FACILITATOR

Women's nutrient needs increase during pregnancy and lactation, because during pregnancy and lactation women need to gain weight, they need additional micronutrients and they need to eat extra/ additional meals so that they will be able to be healthy and also feed their child inside the womb. Some of the increased nutrient requirements protect maternal health while others affect birth outcome and infant health. If the requirements are not met, the consequences can be serious for women and their infants.

A pregnant and lactating women needs to rest because the food she took needs to be converted in to the energy that helps to produce food for the baby but if she works hard and get tired her body will use that energy for the work rather than to prepare food for her child. So everyone needs to take responsibility and support pregnant and lactating women for better health of the mother and the new born.

5.6.6 Module 58: Exclusive Breastfeeding and Workload Challenge⁵⁵

OBJECTIVES

To make visible women's many responsibilities working in the field, caring for their families, and trying to keep their babies healthy by exclusively breastfeeding for the first 6 months.

To explore how responsibilities within a household may be shared amongst household members.

⁵⁵ Adapted from: Helen Keller International in Bangladesh and Save the Children, USA. "Exclusive Breastfeeding" in *nutrition family community*. P.73-75. ISBN 978-984-33-1706. As cited in CARE Pathways to Empowerment Program. *Farmer Field and Business School Toolkit*. P.138-141

TIME FRAME	1 hour
PARTICIPANTS	Mixed group
Method/Tool	Case Story and Drawing
MATERIALS NEEDED	<p>Prepared flip chart paper divided into blocks or columns with headings of duties such as 'household maintenance,' 'child care,' 'food production and preparation,' 'farming'</p> <ul style="list-style-type: none"> • The case study or your own story • Small pieces of paper or post-its • Markers/crayons
VENUE	VESA/VSLA Meeting Place
Note	Start the session with reflection from participants on their action plans following the previous session!

Introduction:

Women have many daily activities to carry out to keep their household functioning. However, women often have to forego many important activities in order to achieve prioritized activities, such as fetching water or preparing food. One of these often foregone activities is exclusive breastfeeding, which is extremely important for the life-long health of a child. If families can work together to share the household workload, women will have more time to accomplish all of their household tasks, including exclusive breastfeeding and raising healthy babies. This module will help participants realize the importance of exclusive breastfeeding and encourage a dialogue between families to better equalize the household workloads and prioritize exclusive breastfeeding.

Activity Steps:

Step 1: Introduction: Discuss workloads of family members. If participants have completed the Pile Sort activity (found in the Gender section of this manual), remind them of the different workloads that each family member has.

Ask participants:

- Please describe the activities of a female farmer.
- What roles and responsibilities does she have daily? [Examples: farming, home-gardening, taking care of family members, making healthy meals, laundry, etc.]

Tell participants this activity will look at women's many roles and responsibilities and explore how household members can share them.

Step 2: A Story with Gaps. Tell a story that describes a woman's day with all her roles and responsibilities. You can either create this story, or read the stories included in this guide.

Make the storytelling interesting and entertaining by acting out some of the actions and by changing your voice when the characters in the story speak. You may also want to substitute character names and locations for local names and places.

At times, stop and ask participants a question. In this way they become part of the storytelling.

The story of Bosena

Bosena woke up when the baby cried again. When she heard the birds singing she knew the night was over. The baby had woken a lot during the night and she was tired. As she fed the baby, she was thinking: baby Teshome was 3 months old and growing, maybe he needed more than breast milk? Later when the health extension worker came, she would have to ask her about this.

Ask the group:

- How long should you exclusively breastfeed a baby?

Use this opportunity to discuss the benefits of exclusive breastfeeding of infants up to 6 months of age.

Reinforce the messages about exclusive breastfeeding:

- Breast milk fortifies babies against sickness
- Babies need ONLY breast milk for the first 6 months. For a baby to get water, the mother should drink plenty of water. The baby will get what it needs through breastmilk.
- Babies need complementary food such as porridge from 6 months onward
- Mothers should breastfeed whenever their baby wants to feed (at least 10 times a day) during the day and night

Continue the story of Bosena.

"Next to her, Bosena could feel her daughter Bizunesh stirring. If she got up quietly now she could get a start on the day before everyone made demands on her. At least the rain had stopped so maybe the kindling was dry. As Teshome drifted off to sleep again she put him next to his father and slipped out."

Ask the group:

- What activities do you think Bosena did while everyone was still asleep?

Collect suggestions. Ensure the list includes the many 'invisible tasks' that women perform and that are not recognized by others as 'work.' (For example, fetching water, attending to the household garden, lighting the fire, preparing takeaway lunches.)

Continue the story of Bosena.

"Bosena just had the fire going and was busy preparing the morning meal for the children when the baby woke up again and cried. He needed to be cleaned and changed. Just then Bizunesh arrived and wailed that she could not find her clothes for school. Bosena gave her a piece of bread and tea [local food meal] and promised to help find her school clothes as soon as she had cleaned up Teshome. She realized that there was little water left and she would have to go fetch some as soon as possible. But before she could go her husband wanted his breakfast as well....

She barely had time to take a bath herself before the health extension worker came to visit. Bosena told her about Teshome and how hungry he seemed. The health extension worker told her she must feed him at least 10 times a day. Bosena tried to listen carefully but her mind began to wander. She had to bring water to the fields and complete the weeding. She had to cook lunch for her daughter and herself. How was she going to find the time to breastfeed Teshome more often? In her mind she thought of all the things she still had to do until the day was done."

Ask the group:

- What are all the activities that Bosena still had to do during the rest of the day?

Ask each of the participants to name one activity.

- Some examples might include: seasonal agricultural tasks, breastfeeding, preparing nutritious food for the family, feeding small children or the sick/elderly, caring for other children, dealing with markets, home gardening, rearing poultry, collecting water, personal hygiene, cleaning the house, washing clothes, washing dishes.

Step 3: Drawing Activity. Distribute pieces of paper or post-its and crayons or markers and give the following instruction:

- Draw a picture of one (or more) of the activities women like Bosena engage in every day.

Assist participants as necessary and be sure they have a variety of pictures.

Step 4: Sorting and Reviewing Activities. Collect the drawings and ask participants to help you sort them into categories on the flipchart. Ask questions such as:

- Which activities have to do with food growing and preparation?
- Which activities have to do with agriculture-related work?
- Which activities have to do with childcare?

Review the lists and ask:

- Which activities are the most energy and time consuming? How/why?
- Which activities are 'invisible' – no one acknowledges them?
- Which activities are often difficult to fit in and sometimes are left out?

Look at the lists and ask:

- Which activities could someone else in the home do?

Collect those pictures that display activities that someone else could do and lay them out in a row.

Step 5: Story Telling. Resume the story of Bosenia.

"Bosenia was feeling very tired. When baby Teshome smiled at her, she smiled back, feeling guilty; she needed to talk to him more and play with him. But when she got sick she was exhausted and took care of him without joy. She wondered if she should even breastfeed him when she was sick. She also remembered that yesterday, when Bizunesh wanted to help her do the washing, she had chased her out of the way, even shouted at her. It was not the children's fault that she was so tired. If only someone would help her with the many tasks!"

Make a dramatic pause and act out what happened:

"At that moment there was a great flash of light and a big wind blew into her face forcing her to close her eyes – when she opened them again..."

Pause (if necessary, tell participants to suspend reality for a moment and dream...) then say:

"...the magic wind had blown away the old and in the new, and all the people living in her home shared her responsibilities. "

Step 6: Discussion. One by one, pick up the pictures laid out in the row and hold them up.

Ask the group:

- Who in the household took over this activity?

Step 7: Reflection. Ask the group:

- How could you begin to ask members of your family for help?

- With which activities could you ask your husband to start helping?
- What could your other children help with?

Summarize the key points:

- Exclusively breast feeding your infant is necessary for his/her health for the first 6 months. This means you ONLY give breastmilk and as often as your baby wants it.
- Women have many activities to do daily and do not always have time to breastfeed 10 times a day. Families can work together to share the workload so that women have the time to accomplish all tasks and raise healthy babies.

5.6.7 Module 59: Men Engagement for IYCF

OBJECTIVES	To understand about men involvement in IYCF To explore role model men and communicate men's potential for engagement in IYCF
TIME FRAME	45 minutes – 1 hour
PARTICIPANTS	VSLA/VESA/HDA/MDA
Method/Tool	Story of Ato Ayele and W/ro Berie
MATERIALS NEEDED	Flipchart, Markers, Tape
VENUE	VESA/VSLA/HA/MDA Meeting Place
Note	Start the session with reflection from participants on their action plans following the previous session!

Introduction

This session will help participants understand the need for men involvement in IYCF and its advantage in having a family with better nutrition. The story will help participants look for role model men in their communities to realize men's potential for engagement in IYCF. The need for joint child feeding responsibilities will be promoted to reduce women's workload.

Activity Steps:

- Step 1:** Welcome and greet participants. Tell them that today's discussion is about men involvement in IYCF (Infant and Young Child Feeding)
- Step 2:** Tell them that you are going to read them a story and that discussion will follow

Story of Ato Ayele and W/ro Berie

Ato Ayele is a farmer and his wife W/ro Berie is a chat merchant. They have 3 children; Chaltu who is 5 years old, kebede who is 3 years old and Hirut who is 1 and half years old. Since Berie is a chat merchant she is always away from home but Ayele is working in his farm land which is near to his home. Berie is back to her work after staying home during the first six months after Hirut was born. They agreed for Berie to stay home and exclusively breastfeed Hirut while Ayele took over her work. At times, Ayele would watch over Hirut when Berie want to go out from home during the first six month and she would comeback shortly as she is the only source of food for her daughter. Now that Hirut started complementary food, Berie is back to her work in full force. Every morning Berie gets up early and prepare food (daily meal) for the whole family and then all of them will have their breakfast together. Since Berie is always out of home, feeding the children and sometimes cooking is the responsibility of Ayele. Every morning after having breakfast together both Ayele and Berie will go to their work by leaving their children to Ayele's mother with their food to eat before lunch. At lunch time Ayele will come back home to have lunch with his children. First he will give lunch to Chaltu and Kebede from their own food by their plate as Berie made it ready and feed Hirut since she is little and cannot eat by herself. Sometimes Hirut refuses to eat what is prepared and Ayele will quickly cook something else and feed her. Once he is done with serving his children, he will eat his own lunch. Ayele's role in his family is unusual from the norm in his community. One day Ayele's friend Ato Abebe came and saw him get food ready for Hirut. What do you think will happen?

Step 3: Take participants reflection about the story and ask them the following questions:

- Do you know such a family in your community?
- Does someone like Ato Ayele exist?
- If "Yes", share the story and if "No", explain the reasons.

How men are currently being involved in child feeding in this community?

Step 4: Divide the group into 2 groups (female and male only groups). The groups will first discuss the following questions:

- What is the role of men in child feeding in your community? Describe the involvement in detail if there is any.
- Is it important to have men involved in child feeding including in breast feeding? Why or why not?
- What might be the benefits to men out of this involvement?
- How can men currently be involved in child feeding in our community? What facilitates their involvement in child feeding?

- Who determines whether men are involved in child feeding? Why? Why not?
- What do men and women talk about with respect to child feeding? What can't they talk about? Why not?
- In what situations are men seen taking responsibility to feed their child? If situations discussed, what then inhibits their involvement in normal situations?
- Would the community accept men involvement in child feeding? Or resist? Who will accept and who will resist? Please explain response?

Wrap up questions:

- To the men only group: What child feeding practices do you find difficult to share with women? Why?
- To the women only group: What do you do to encourage your partner to be involved in child feeding?

NOTE TO THE FACILITATOR

Child feeding is very important to have well-nourished and healthy children. This is a key factor in having well developed and productive individuals in the near future. Child feeding in its broader sense should be a concern for all not only women and need the attention of the entire family and the society at large. Especially the involvement of men in child feeding is very important because in our traditional community, decisions are largely made by men such that even feeding decisions can become joint decisions - the need to include men in child feeding. Joint spousal decisions are crucial in achieving the desired well-nourished children in house hold as well as in the community. Men's involvement in IYCF will also help reduce women's workload significantly.

5.6.8 Module 60: Leisure

OBJECTIVES	To communicate the physical and mental benefits of leisure
	To show the gender gap in free time and its use
	To motivate men's and women's engagement in leisure
TIME FRAME	1 hour
PARTICIPANTS	Mixed group

Method/Tool	Pile Sorting
MATERIALS NEEDED	Markers and Cards/paper
VENUE	VESA/VSLA Meeting Place
Note	Start the session with reflection from participants on their action plans following the previous session!

Introduction:

Free time is time spent away from business, work, job hunting, domestic chores, and education, as well as necessary activities such as eating and sleeping. It is done for “its own sake”, for the quality of experience and involvement. Leisure has physical and mental wellness benefits hence enhance quality of life. In our most communities free time activities are considered luxury and the benefit is overlooked. Compared to men and women, men are better-off in their leisure engagement. Let alone free time activities, time spent sleeping and eating are less by women compared to men. This module will help men and women unpack contextual leisure activities, realize women's limited involvement and understand its importance.

Activity Steps:

Step 1: Ask participants to sit in separate male and female groups.

Step 2: Let participants share some free time activities in their communities.

Step 3: Ask participants: Do you think that free time activities are important? Why? Why not? The facilitator can use the tip provided below to further explain the importance of leisure.

NOTE TO THE FACILITATOR

There are physical and mental well-being benefits to leisure. Leisure is also important to improve quality of life. The physical benefits relate to outdoor activities and how it helps stay fit and away from sickness. Mental wellness is made possible by managing stress well and reducing depression. When you feel overwhelmed by so many obligations; the time you put aside for leisure helps you strike balance in your life. Finding balance in life is a major contributing factor for enhancing quality of life!

Step 4: The facilitator provide the following guidance to each group.

- How many hours of free time you think you have each day?

- List the things you do in your free time – the facilitator should remind participants that free time is the time they spend without to have to work at home or outside. Though sleeping and eating doesn't count as leisure activities, provided the context, it will be important to have participants list and state time they spend eating and sleeping.
- Provide the following tips if to help participants think about more activities – make sure that the tip you provide is appropriate to the context.
 - Listening to the Radio/Music
 - Watching TV
 - Relaxing and thinking
 - Playing games
 - Participation in sports and exercise
 - Reading
 - Socializing a communication
 - Spend time with family
 - Go out with friends
 - Swimming
 - Fishing
- Each leisure activity should be put on a separate card/piece of paper. Remind participants to add cards marked with sleeping and eating though those are not considered leisure.
- Participants should put in each leisure activity a time estimate (how many minutes/hours you think you spend doing this)

Step 5: The Facilitator put two cards/symbols for “women” and “men” in opposing sides (on the floor/on the wall) and let the men and women groups categorize the cards for women's and men's leisure.

Step 6: Let both groups see pile of the leisure activities together and lead discussion on the following points

- Is there anything that surprised you?
- If activities are different for men and women; ask why do you think that the activities are different? Should they be different? Why not?

Step 7: Ask participants to take similar cards found in both groups and reflect on the following points

- Is the time spent on each similar activity the same for men and women? Does the result surprise you?
- If it is different, why do you think it is different?

- Do you think that men and women needs to have equal amount of time to leisure? Why? Why not?
- Does the time spent eating and sleeping in particular the same by men and women? Why? Why not? What can you do to let men and women have equal amount of time to eat and sleep?
- If leisure has physical and mental wellness bene ts hence enhance quality of life; how can each of you contribute to engagement of men and women in free time activities?

5.7 Women as Farmers and Value for their Triple Roles



Domain	Description (Ag)	Indicators for (Ag)	Description (Nutrition)	Indicators (Nutrition)
Women as Farmers and Value for Their Triple Roles	Recognition of women as legitimate farmers in the HH, their communities, and institutions including FTCs	Women's own assertion of themselves as farmers; farming understood beyond plowing the land	Recognition of women's triple role for better family nutrition	Women's own belief of their contribution to their HHs and communities' food and nutrition security
		Communities recognition of women as farmers; farming understood beyond plowing the land		Value of Women's reproductive role for family nutrition and men engagement
		Family support for women farmers' engagement in trainings, production and marketing		Value of Women's productive role for family and community nutrition and men engagement
		Women friendly agricultural extension advisory services through FTCS		Value of Women's community engagement for Community Managed Acute Malnutrition Vs Women's Community Management role and its contribution for CMAM and Men Engagement

5.7.1 Module 61: Women as Farmers I

OBJECTIVES	To make women and men realize women's role in crop farming To show importance of women's role in farming To make women assert their role as legitimate farmers
TIME FRAME	1 hour
PARTICIPANTS	Mixed Group
Method/Tool	Sometimes, Always, Never
MATERIALS NEEDED	Flip chart, marker
VENUE	VESA/VSLA Meeting Place
Note	Start the session with reflection from participants on their action plans following the previous session!

Introduction:

In most of our communities, while women play a significant role in agriculture, their contribution is unrecognized. Understanding of who is considered a farmer is biased on societal gender norms. As such, most women don't assert themselves as legitimate farmers and men don't consider women as farmers. The question is, if women have role to play in agriculture, why is it difficult for them to call themselves farmers? The answer to this question relates to the gender division of labor in farming and the high importance delegated men's role. As gender roles are evolving and as a result of technological innovations, we find women engaged in previously male dominated farming activities. However, the change in considering women as farmers is yet to come. This module will make participants unpack crop farming activities, and show the importance of each activity and the activities all together, to help them realize women's significant contribution to farming. This will help participants understand how women's roles were strong enough to consider them as farmers in the first place. The evolving gender roles in farming will complement the need for realizing women as farmers.

Activity Steps:

Step 1: Ask participants to think about activities in crop farming – the facilitator should jot down all the activities being mentioned on a flipchart or a note book and make sure that all detailed activities under each season, as detailed below, are included.

Pre-sowing	Sowing	Vegetative Stage	Harvest	Post-Harvest
Plowing Fertilizing Pre-paring the seed bed	Seeding Cultivating Weeding Irrigating Spraying for Pests		Harvesting	Storing in silo or barn Taking to market

Step 2: The facilitator should draw the following table on a flip chart and inform participants that they will now focus on farming practices in their own community as a whole and mark their answers as “sometimes”, “Always”, and “Never” for the activities done by women.

No.	Farming Activity	Sometimes	Always	Never

Step 3: It is expected that most of the activities be under the “sometimes” or “always” categories. The facilitator needs to lead discussion on activities under the “never” category. If participants insist that no woman in their community undertakes the activity, the activity stays marked “never”. However, if participants come to agree that at least few women in their communities undertake that activity, the facilitator should move the activity to the “sometimes” category.

Step 4: The facilitator lead discussion on the following issues and ask participants to share their true opinion.

- Who comes to your mind when you think about a farmer: a “man” or a “woman”?
- For participants who responded “a man” for the first question, ask why?
- Ask if there are farming practices that women engage in; whether sometimes or always, why is it that most people in our communities don’t consider women as farmers?
- Which activity/activities are important to our community to give people the “farmer” title?
- What happens if we don’t recognize women’s role in farming and deny them the title of “a farmer”?
- Why is it important for women to assert themselves as legitimate farmers?

NOTE TO THE FACILITATOR

It is important to understand what constitute as farming practices in our communities. In order to recognize women's role in farming, unpacking farming activities is essential; it will help make women's take in farming practice of certain community vivid. It is very important that we understand "the activity" that is highly attached to "the farmer" title and further talk about how that activity can't stand in its own that the seasonal activities listed above are important all together. This should make women realize for themselves that their role in farming is of high importance and that they will need to start considering themselves as farmers so that others follow.

Considering women as farmers is important so that they have the required knowledge and skill by, among others, accessing agricultural extension advisory services. It is when we are able to name both men and women farmers that we will be able to design agricultural programs that are equitable. We will need the mindset that treats both men and women as legitimate farmers to be able to meet the GTP II goal of reaching 50% women in male headed households and 100% female headed households through the agriculture extension advisory services.

5.7.2 Module 62: Women as Farmers II

OBJECTIVES	To make women and men realize women's significant role in agriculture To understand the root cause for the delegation of the title "farmer" to men in most communities
TIMEFRAME	45minutes
PARTICIPANTS	Mixed Group
Method/Tool	'But, why' ⁵⁶
MATERIALS NEEDED	Flip chart, marker
VENUE	VESA/VSLA Meeting Place
Note	Start the session with reflection from participants on their action plans following the previous session!

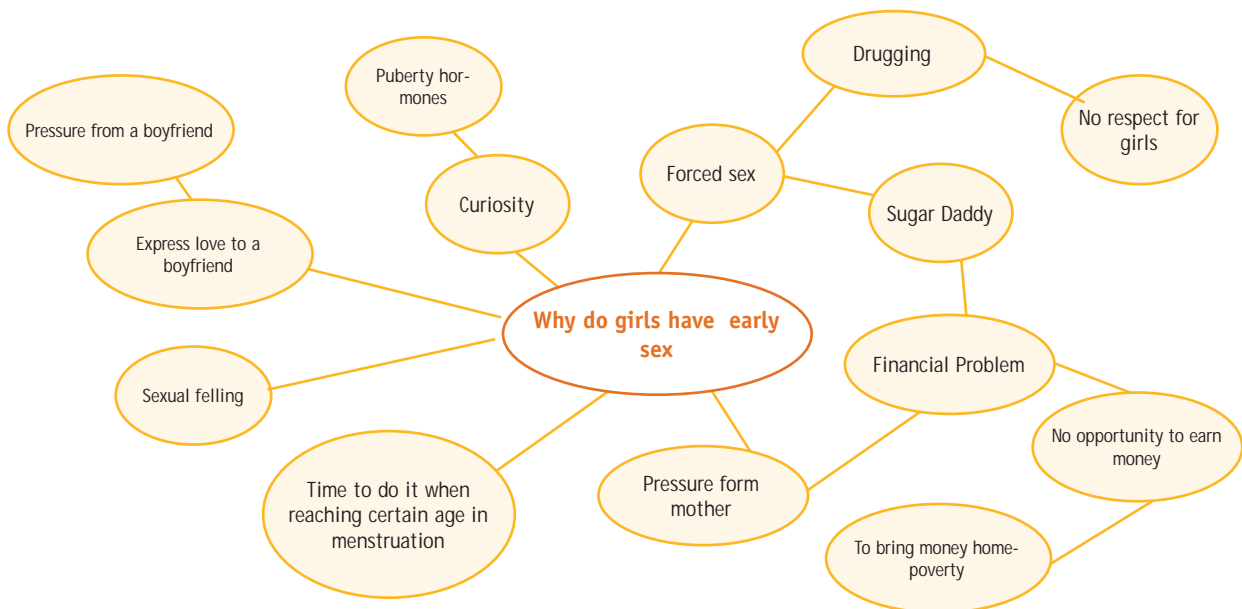
⁵⁶ Adapted from: Checkoway. 2002. "Digging Deeper by Asking Why". <http://www.wkkf.org/pubs/YouthED/Pub564.pdf>. As Cited in CARE. (2018). *Social Analysis and Action Global Implementation Manual*. P. 39-41.

Introduction:

Different social and gender norms perpetuate the poor recognition of women's role in agriculture. Through the "But, why" tool participants will be able to analyze the different gender/social norms and respective root causes.

Activity Steps:

- Step 1:** Introduce the exercise to the participants by explaining its purpose
- Step 2:** Divide the group in smaller groups of five-six participants to form four different groups.
- Step 3:** Each sub-group is given the following social/gender norm for analysis by the facilitator
- When I think about a farmers, Men come to my mind
 - Women's role in agriculture is under recognized
 - Women don't consider themselves as farmers
 - Men don't consider women as farmers
- Step 4:** Each group draws a circle in the middle of a sheet of flipchart paper and writes or draws the norm inside the circle to begin the analysis.
- Step 5:** Each group discusses "but why does this norm exist?" Each immediate answer is written in separate circles around the central circle.



Step 6: Repeat the activity for each of the immediate answers and keep asking “but why does this happen?” Until the group can think of no more answers and the root causes have been surfaced.

Step 7: After completing the process each sub-group presents its “But Why” diagram and initiates a discussion within the group using some of the following questions:

- What are the most common reasons found for the norm discussed? Why are these the most common?
- Did you learn anything new about this norm through this exercise?
- How are norms you discussed in groups interconnected?
- Who are adversely affected by these norms?
- Does anyone benefit from these norms?
- Is there a need to change any of the norms we discussed? Why? Why not?
- What can be done to change it? Who can support this change?

Step 8: While reminding participants that personal stories and experiences shared during the dialogue should be kept within the group, encourage participants to share what issues were discussed and what they learned with the family and friends who were not present if they feel comfortable doing so. Finally, ask participants to think of how to deal with some of the challenges discussed during the session, which would help to continue the dialogue for the next session.

NOTE TO THE FACILITATOR

- This tool helps understand some underlying, common causes for different problems. It also helps identify some common social norms that promote certain kinds of behavior and practice.
- By using probing questions, the facilitator helps analyze the reasons for each social determinant or barrier to positive behaviors.

5.7.3 Module 63: Women as Farmers III

OBJECTIVES

To show importance of family members support to women farmers' engagement in trainings, production and marketing.

To make participants realize the need for workload sharing based on factors other than gender division of labor.

TIME FRAME	1 hour
PARTICIPANTS	Mixed Group/couples
Method/Tool	Family Mapping
MATERIALS NEEDED	Flip chart, marker
VENUE	VESA/VSLA Meeting Place
Note	Start the session with reflection from participants on their action plans following the previous session!

Introduction:

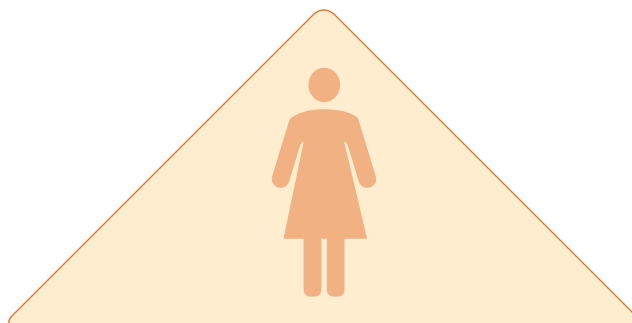
Women in most communities engage in triple roles; productive, reproductive and community management roles. Their reproductive and community management roles are not defined/valued in monetary terms while their productive role is constrained by both, and mostly by, their reproductive roles. In order for women farmers become productive in their agricultural production, they need to get training, extension advisory service, form/join informal/formal financial service providers groups, be linked with the market and so on. For this to happen, they need time reduced from their other two roles and reallocated to their productive engagement. Accordingly, women and men together will need to tap into the qualities/inclinations/availability of their household members and other family members and assign them to roles based on fairness and gender transformative considerations. This module will help participants map their own family's potential and utilize it for women's success in productive engagement and betterment of the family as a whole.

Activity steps:

- Step 1:** Inform participants that the Family mapping exercise will be done by couples or individually. Let participants sit with their spouse if applicable.
- Step 2:** Ask participants to think about the woman/female of the house to do the following exercise. On a flip chart, let participants draw a female symbol in the middle of a triangle and list her triple roles; productive, reproductive and community management roles, at each angle. The facilitator should provide the below definition so that the role the woman in the HH is defined accordingly. If need be, provide the following examples.
- Productive roles: Farming, shot fattening, petty trading, taking products to market etc.
 - Reproductive roles: Childbearing/rearing, cooking for the family, cleaning etc.
 - Community management roles: Volunteering for community health promotion, water and soil conservation etc.

Productive Role

Relates to work performed for pay in cash or kind (market production, informal production, home production, subsistence production).



Reproductive Role

Includes the care and maintenance of the actual and future workforce of the family (childbearing responsibilities and domestic tasks).

Community Management Role

Includes work mostly related to care and unpaid work, and provision of collective resources as water, healthcare, etc.

- Step 3:** list names of the family members living in the household and start to think about their respective qualities, inclinations, and available time. Make sure that their qualities and inclinations could make them engage in activities they have never done before.
- Step 4:** list names of family members who live near-by and you can count on for support along the types of support you can ask from them.
- Step 5:** Go back to list of triple roles for the woman and write at least one name of a household/ family member whose inclination, quality, availability matches the activity listed.
- The facilitator needs to remind participants that all household members and if found important, family around the household, should fairly be represented. Also the search for quality and inclination should disregard gender division of labor.
- Step 6:** Ask participants the following questions. In light of making a woman farmer's engagement in productive roles (trainings, production and marketing) successful:

- Would family members understanding of women's triple roles important for sharing roles?
- How best can family members support women's productive engagement
- How best can family members support women's reproductive engagement
- How best can family members support women's community management engagement
- What is the role of each member (husband, wife, son, daughter and other relatives living in the house) of the household for effecting and maintaining role sharing among household members?

5.7.4 Module 64: Women as Farmers and FTCs

OBJECTIVES	To show how women's under recognized role in agriculture contribute to their distance from FTCs
	To realize the need for women to get agriculture extension advisory services
	To realize impact of gender base division of labor in agriculture extension advisory services
TIME FRAME	45 minutes
PARTICIPANTS	Mixed Group
Method/Tool	Story
MATERIALS NEEDED	Flip chart, marker
VENUE	VESA/VSLA Meeting Place
Note	Start the session with reflection from participants on their action plans following the previous session!

Introduction:

The Farmer Training Centers (FTCs) are positioned at the kebele level to provide agriculture extension advisory services to farmers. The FTCs work with farmers groups named "Development Groups" with heads of households as members. As the gender division of labor delegated men the title as heads of households, women in development groups are only from female headed households. Accordingly, women in men headed households, no matter what their role in agriculture is, will not access FTCs or be the primary recipients of services rendered by the Development Agents. Both men's and women's access to services being provided by DAs would facilitate technology adoption and contribute its share to the food and nutrition security efforts of the government and development partners. This module will help participants realize the impact of gender based division of labor for agriculture advisory service provision.

Activity steps:

Step 1: Read the following story for Participants.

The story of Alemitu and Gobena

Alemitu and Gobena are married and have four children. They have a farm land which they use to grow Teff and other cereal and pulses. Gobena is the leader of a development group in their kebele and was awarded a model farmer once. He always attends the agricultural extension advisory services sessions being provided by the development agents both at the FTC and in his family's farm land. As a result of his active role in the FTC and in sharing his best practice to other farmers in the kebele, he was able to build a very good rapport with the Development Agents and farmers in the community. His wife Alemitu and his four children are very proud that Gobena is such a hard working husband and father. Alemitu's role is not tied only to reproductive role, she is actively involved in the farm, and the community. She is a member of the Women Development Army and takes active role, among others, in community based nutrition initiatives.

One night, Alemitu and Gobena, started talking about their day while eating their dinner. It was a day for Gobena to planting the Teff seeds while Alemitu went to attend a meeting with her Women Development Army Group members. Gobena told her that he tried the new way of seeding that he learned at the FTC and she was curious; She asked for details. She knows the customary practice of sowing Teff; she has done it before. She asked him; "what new techniques did you employ to planting the seeds other than what we used to do?" She didn't stop and went all sarcastic about it – "planting Teff seed isn't a magic, it need no new technique or technology, you just spread it all over and it grows. Tell me what went differently this time".

Gobena let his wife finish asking all the questions she has in mind. While she was asking and talking, he was sure that his explanation will surprise her. He told her about the row planting techniques that he used and she was shocked. Her immediate reaction was " how dare you believe that you could plant Teff; a seed you can't even count, in row and expect to harvest it later?" No matter how he tried to convince her saying it was tested by other farmers and also at the FTC, she couldn't believe it. She insisted that he spread the seed in the morning but he told her that he decided to try this new technology, and the argument was over.

The next day, Alemitu got up early in the morning, as she always does, while everyone was still sleeping. She sneak from her house carrying a bucket for water and the Teff seed that her husband brought home. She went to the farm land, spread the Teff seed all over and come back home carrying the water bucket acting as if nothing happened– in her mind she thought "my husband's 'mistake' will make the whole family pay when his new technology 'fails'."

Step 2: The facilitator should lead discussion on the following questions

- Is the story familiar to you/your community?
- Why do you think that Alemitu find it difficult to accept the new technology brought home by her husband?
- Why is Alemitu far from the agriculture extension advisory services?
- What should the role of Gobena; her husband be for Alemitu to be close to FTCs/DAs?
- While Alemtu also has role in the family farm/agricultural engagements, why is it that it is only Gobena who got the “model farmer” title?
- What should DAs do to bring Alemitu to FTCs and meet her at her own convenience/ on her family's farm?

Step 3: The facilitator should relate this topic to sessions on “Women as farmers” and remind participants that the fact that women are not considered legitimate farmers, among others kept them away from agriculture extension advisory services. We need to agree that women have significant role in agriculture hence any information and service meant for farmers needs to reach them through ways most convenient to them by Development Agents.

5.7.5 Module 65: Women’s Contributions to their HHs and Communities Food and Nutrition Security

OBJECTIVES	To evaluate women's and men's understanding of women's contributions to HHs and Communities Food and Nutrition Security To increase women's self-worth in HHs and Communities Food and Nutrition Security.
TIME FRAME	1 Hour and 30 minutes
PARTICIPANTS	Mixed Group
Method/Tool	Video (“Sera Yelatim”) ⁵⁷ and a guessing game
MATERIALS NEEDED	Flip chart and markers
VENUE	M2M/F2F/VESA/VSLA Meeting Place
Note	Start the session with reflection from participants on their action plans following the previous session!

⁵⁷ <https://youtu.be/V2lkI2W-aAg>

Introduction:

In most communities, contribution to development is attached to monetary value. Both men and women often say “sera yelatim” or “she has no job” to women who stay at home and we have a hard time recognizing women as farmers despite their role in agriculture. This module will employ a short video to help participants question their thinking around women’s contribution to development and further engage them in a guessing game to give monetary value to women’s contributions to HHs and Communities Food and Nutrition Security.

Activity Steps:

Step 1: Start the session by introducing the video. Let participants know that the video you are about to play is commissioned by the US Embassy in Ethiopia.

Step 2: Play the video and when it is over facilitate discussion on the following questions.

- Were you surprised by the video? If yes, why? If No, why not?
- What are the key lessons from the video?

Step 3: Divide participants into smaller groups of 4-5 people and assign equal number of groups to the following two themes “household chores and child care” and “agriculture and livestock management” Now give the following instructions.

- Think about your assigned themes - “household chores and child care” or “agriculture and livestock management”.
- Now let’s say you have hired someone (a woman) to undertake activities under your respective themes. Please list all the activities (basically the job description for your woman employee) on a ipchart vertically. Think about activities for a day (24 hours) so that you won’t miss out on activities. Groups on the “agriculture and livestock management” could think about average daily activities on the farm or around the house for the livestock management that a women is hired to engage in.
- Once activities are listed, tell them to engage in a guessing game. Guess how much money each activity could cost you and sum it up to get a daily rate for your employee. Then multiply it by 30 days.
- Bring the ipcharts to the forefront and let participants deliberate on the costing and make adjustments as they wish.
- For the “household chores and child care” groups, now that you have an estimated monthly salary for your employee and she is a woman with an “employee” “worker” “sera yalat” title. Why do you think that it is difficult for men and women to consider women’s contribution in the household? Why is she referred to as someone who does little work or “sera yeletat sew” just because she stays home? For the “agriculture and livestock management” groups, now that you have an estimated amount of monthly salary for your

woman employee/worker and considering the types of activities she is engaged in, were you able to sense her contribution to households and communities food and nutrition security? If yes, why? And if no, why not? Why is it difficult for men and women to sense women's contributions in food and nutrition security?

- What can be done to better recognize women's contribution in households' and communities' food and nutrition security?

5.7.6 Module 66: Value of Women's Reproductive Role for Family Nutrition and Men Engagement

OBJECTIVES	To recognize and appreciate reproductive roles' value to family nutrition To promote joint responsibility and men engagement on family nutrition
TIMEFRAME	45 minutes – 1 hour
PARTICIPANTS	Mixed Group
Method/Tool	Buying the work & guided discussion
MATERIALS NEEDED	Flipchart, Markers, Tape
VENUE	VESA/VSLA Meeting Place
Note	Start the session with reflection from participants on their action plans following the previous session!

Introduction

This tool will help participants understand the value of reproductive work by evaluating each activity in terms of money. In the Ethiopian context, mostly, men participate in very few of the activities related to reproductive roles in general and nutrition in particular, whereas women take most of the burden. However, if a family's nutrition status is to improve, we need to give this role its appropriate value and both men and women need to take the responsibility of improving their family nutrition. This session will help demonstrate the values of women's reproductive work and motivate men and boys engagement.

Activity Steps:

- Step 1:** Divide participants into four random groups. Ask the group participants to put the opportunity cost for each activity in the table below thinking, "How much would I be willing to pay for each activity if the person who does it is not available or cannot do it". If participants set different price for one activity, put the range on each price. (For example 100 to 150Birr)

No.	Activity	Price
1	Fetching water	
2	Shopping for consumption (vegetable buying)	
3	Going to the grinding mill	
4	Preparing spices	
5	Making re	
6	Making dough	
7	Baking enjera	
8	Baking bread	
9	Cooking	
10	Dishing and serving food to the family	
11	Serving meal you cooked before you eat	
12	Feeding children	
13	Scratching kotcho	
14	Squeezing kotcho	
15	Baking kocho	
16	Milking a cow	
	Total	
N.B: Please remove or add as many nutrition related activities as possible based on the context of your community		

Step 2: After the groups list the prices for the activities, ask them to calculate the total price for their group or in cases where there are different prices, give the total of the smallest prices and the largest prices. (For example 1000-1500 birr)

Step 3: Let representatives announce the price for each group and lead a discussion using the following questions.

- Ask participants if they previously thought the activities had the value they set for them now.
- What did you feel when you hear the price? Why?
- Do you think the activities are important for your family's nutrition?
- What would you add to the list to improve your family's nutrition?

STEP 4: Tell participants to count number of responsibilities to answer the first two points below and read the list clearly and slowly.

- How many of these activities are your responsibilities?
- How many of these activities are your spouse's responsibilities?
- How would you change the share of responsibilities to improve the nutrition of your family? Why?

- Are there activities you would like to take as your responsibilities but feel like you do not know how?
- How can your spouse help you share responsibilities and improve your family's nutrition?
- How else do you think your family can improve its nutrition?

NOTE TO THE FACILITATOR

Social norms give women and girls triple responsibilities and one of them is their reproductive roles. Furthermore, the community values these responsibilities less and does not see them as actual works. Additionally, reproductive works are works that are done repeatedly because they are never done. The foods cooked need to be cooked again because the family eats it. The dishes washed need to be washed again because the family uses them and they get dirty again. The list continues and this is done every day continuously. That is why we need to recognize the values of these activities and the burden attached to them. Moreover, we also need to engage men and boys to share these responsibilities not only to lessen the burden on women and girls, but also to improve the family's nutrition because of sharing knowledge, ideas, expertise and resources of the family for better nutrition.

5.7.7 Module 67: Value of Women's Productive Role for Family Nutrition and Men Engagement

OBJECTIVES	To recognize and appreciate productive roles of family members for household nutrition
	To promote joint responsibility and men's support on family nutrition
TIME FRAME	45 minutes – 1 hour
PARTICIPANTS	Mixed Group
Method/Tool	Story & guided discussion
MATERIALS NEEDED	Flipchart, Markers, Tape
VENUE	VESA/VSLA Meeting Place
Note	Start the session with reflection from participants on their action plans following the previous session!

Introduction

This tool will help participants discuss about the value of each family member's productive role for the family's nutrition. In our community, women's productive work, its product and the income they earn from it are consumed and not valued. They also spend most of this product and income on family's nutrition as mostly men produce cash crops and women produce consumable goods like vegetables in the farm. That is why we need to realize that the fruit of all productive works can be used for family consumption. We also need to appreciate them equally as they all can be used to improve the family's nutrition and as a result, members' health and productivity.

Activity Steps:

Step 1: Read the story below for the participants clearly and in a pace they can follow you, while posing and making sure they are following you.

Dinkinesh and Temesgen are barely surviving after drought hit their village a few months ago. The couple were struggling to feed their three-year-old son Bereket and five-year-old daughter Lemlem until Temesgen's brother sent them some recovering money. Temesgen used a large portion of that money to buy improved seed and fertilizer as the DA had suggested, telling him that this year will have better rain. However, Dinkinesh is stressing, thinking how she is going to feed the family with the rest of the money until harvesting time. That is when she heard about a job in an investor's farm not far from her village. She thought that could mean more food and better nutrition for her family for all the months to come. However, when she consulted Temesgen about it, he was hesitant thinking on one hand that they need the extra money but on the other hand, he does not want his wife to be away from his sight and that he does not want to worry about the responsibility at home.

STEP 2: Facilitate a discussion using the following questions.

- What would you do if you were Dinkinesh? Why?
- What would you do if you were Temesgen? Why?
- What do you think is a win-win solution for the couple and their family?
- What do you think the couple should do if Dinkinesh does not take the job at the investor's farm?
- What do you think will improve in the family if Dinkinesh takes the job?

STEP 3: Ask participants if they know of similar stories. Ask volunteer participants to share the stories they know and facilitate a discussion using the points below.

- What did you learn from the stories you hear?
- What would you change in your lives that will improve your family's nutrition?
- How can your spouse support you to improve your family's nutrition?
- How can you better support your spouse to improve the family's nutrition?

NOTE TO THE FACILITATOR

Social norms give less value to women's productive role even though in most cases, the family uses women's products and their income from productive works for consumption or improving family's nutrition. Nonetheless, each family's productive role is important for family's nutrition and equally valuable. That is why we need to support family members' engagement in productive roles as well as share the responsibility of providing for and improving our family's nutrition together. Additionally, when we improve our family's nutrition, each member's productivity also increases, increasing our income and helping us to improve our nutrition even more.

5.7.8 Module 68: Women's Community Management Role and its contribution for CMAM and Men Engagement

OBJECTIVES	To understand Women's Community Management role and its contribution to CMAM (Community Management of Acute Malnutrition), early diagnosis and management and male engagement
TIME FRAME	45 minutes – 1 hour
PARTICIPANTS	VESA/VSLA/HDD/MDA (mixed group)
Method/Tool	"Vote with your Feet"
MATERIALS NEEDED	Flipchart, Markers, Tape
VENUE	VESA/VSLA/HDA/MDA Meeting Place
Note	Start the session with reflection from participants on their action plans following the previous session!

Introduction

This session will help participants understand the contribution of women engagement for community management of acute malnutrition early diagnosis and treatment.

Activity Steps:

Step 1: Welcome and greet participants. Tell them that today's discussion is about Women's Community Management role and its contribution for CMAM (Community Management of Acute Malnutrition) early diagnosis and management and men engagement.

Step 2: Ask participants to think about a child who is malnourished and respond to the following questions.

- What are the characteristics of a malnourished child?
- Women are highly involved in community management of acute malnutrition, what roles do they play? Is it valued by the community?
- Who usually makes decision for taking a child to a health post/center in the household-a man/a woman? Why?
- Why it is that men need to be involved in CMAM initiatives too?

Step 3: Now lead the “Vote with your feet” activity based on the following statement. Inform participants that you will read some statements out loud and they will be able to take the “agree”, “not sure” or “disagree” sides.

- Community support groups are important to prevent and respond to Acute Malnutrition?
- Women's contribution in to CMAM is high in our community?
- Compared to men, women are positioned to identify malnourished children in the community.
- It is not expected of men to identify malnourished children in the community; it isn't their job.
- Early detection of malnutrition in our home and community is better if only men are involved
- Early detection of malnutrition in our home and community is better if only women are involved.
- Identification of malnourished children needs to be complimented by referral/linkage with health service providers.
- Women have sole decision-making power over taking malnourished children to health posts/centers.
- Women's community management role in CMAM is valued in our community.
- Involvement of both men and women in CMAM can yield better result

Step 4: Ask participants the following questions to summarize.

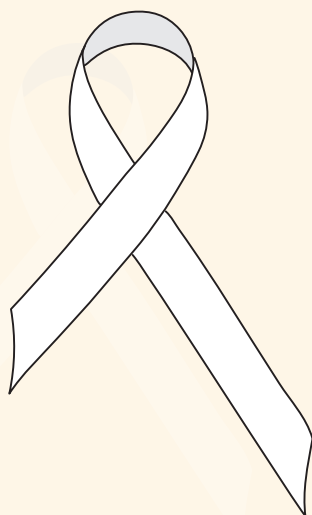
- What could be done better by the community to improve the current CMAM?
- Who should play what role for linking the community diagnosis to the health system?
- What prevented men from actively involving in CMAM? How can we change that?

NOTE TO THE FACILITATOR

The Community-Based Management of Acute Malnutrition (CMAM) approach enables community volunteers to identify and initiate treatment for children with acute malnutrition before they become seriously ill. Caregivers provide treatment for the majority of children with severe acute malnutrition in the home using Ready-to-Use-Therapeutic Foods (RUTF) and routine medical care. When necessary, severely malnourished children who have medical complications or lack an appetite are referred to in-patient facilities for more intensive treatment. CMAM programmes also work to integrate treatment with a variety of other longer-term interventions. These are designed to reduce the incidence of malnutrition and improve public health and food security in a sustainable manner.

Women in communities are highly involved in CMAM and their contributions need to be valued. This activity however is closely related to women's gender role as it is manifested through less number of men/fathers' involvement. Children's nutrition and health need to be a concern for both parents and CMAM can benefit more from men's involvement. Moreover, in communities where women's decision-making power is constrained by patriarchy, children's access to nutritious food and malnourished children's referral to health posts/centers can be limited unless men are involved.

5.8 GBV and HTP Prevention and Support



Domain	Description (Ag)	Indicators for (Ag)	Description (Nutrition)	Indicators (Nutrition)
GBV and HTP Prevention and Support	Sole or joint voice for transforming GBV	<p>Equal access to inheritance</p> <p>Decision making on elimination of Child and Forced marriage</p> <p>Increased harmony in the house</p> <p>Safe avenue for women's mobility</p> <p>Women's Economic Empowerment VS GBV</p>	Sole or joint voice for transforming HTPs in nutrition	<p>Elimination of food taboos for children</p> <p>Elimination of providing prelacteal for children</p> <p>Elimination of food taboos for pregnant and lactating women</p> <p>Elimination of social norms that perpetuate women eating least and last</p>

5.8.1 Module 69: Gender-Based Violence: What it is and How to Prevent It⁵⁸

OBJECTIVES	To help participants relate GBV with power abuse To show how men's power over women could result in violence against women
TIME FRAME	1 hour and 30 minutes
PARTICIPANTS	Mixed group
Method/Tool	Value Clarification
MATERIALS NEEDED	Flipchart, idea cards, markers
VENUE	VESA/VSLA Meeting Place
Note	Start the session with reflection from participants on their action plans following the previous session!

Introduction

The term gender based violence (GBV) refers to violence that is directed towards another person, in which his/her gender is a factor. As we know, violence is related to power. When one has power, he/she can abuse this power and become violent. In general, men are assumed to have power over women, and that is one of the reasons that conflict between partners often turns into violence against women. Violence can harm the psychological, economic, sexual and physical well being of a person.

In this module, we reflect on one form of interpersonal violence: acts of violence that occur between family members, in particular, by men's use of violence against female partners, spouses or wives. One of the most common forms of interpersonal violence is gender-based violence (GBV). Similarly, GBV occurs when a woman beats a man (this is less common due to the position of women in society). In our session, we focus on men and the different ways men can abuse power and become violent against women — wives/partners, female colleagues, daughters, etc.

⁵⁸ Adapted From: CARE Ethiopia. (2014). *Social Analysis and Action (SAA) for Food Security Programs Facilitation Manual*. P. 37-38

WARMING UP QUESTIONS

The facilitator can start this module with the following warming up questions.

- What are the common types of gender-based violence observe in the community?
- Which sex is most vulnerable against this violence? What are the major causes?
- Does GBV have consequences for food security and better nutrition of a HH?
- Are there any measures/penalties the community is enforcing to correct the person/s who commit such violence?
- What ideas can you suggest that will terminate such violence?
- Who is responsible in handling GBV? Why?

Activity Steps:

Step 1: On a chart, the facilitator writes the four types of violence discussed above and asks the following question: Who can give examples of GBV between partners: psychological, economic, sexual, physical?

The facilitator then allows discussion on examples and then continues with the following questions:

- When is an act perceived as violent?
- What ideas, beliefs, and perceptions in society may fuel violence? (E.g., men have to beat women.)
- How can a nonviolent relationship contribute to increased profits from VSLA/VESA involvement, food security and better nutrition?

Step 2: Value clarification

Read the following statements and ask them to agree or disagree and ask why? Let them give reasons why they chose to agree or disagree.

Statements

- A husband who has sex with his wife against her will is using his natural power, therefore this cannot be called sexual violence.
- Sexual violence does not happen between partners.
- A woman who does not ask her husband for permission to go to the VSLA group does not respect her husband, and the husband can force her to stay in the house for a week.
- Psychological violence cannot be considered a serious offence because it does not hurt.
- A husband, who spends all his money in the bar, without permission from his wife, is committing a form of economic violence.
- A woman who talks in public in the presence of her husband is a bad woman and should be called a “bad wife” or a “witch.”
- A husband who allows his wife to spend the VSLA savings on her own needs must have been “poisoned” by her; he is not a normal husband.
- A husband who beats his wife when she disappoints him is showing his love for her. This is not physical violence.

Step 4: Ask the following questions

- Ask the groups to discuss how they can stop GBV (in the four types of violence) and prevent themselves and their neighbors from experiencing GBV.
- Let the participants make a plan of action for educating other families in their village about GBV, and to support community members in their effort to prevent men from committing violence.
- Give the following homework for male participants: Each participant should ask his wife/partner how she perceives the way he deals with his role as “the boss” or the most powerful member of the household and what she would like to change or to do differently. (Note: only ask and listen. No debate.)
- Summarize the discussion based on the responses from the groups and the information provided at the beginning of the session.

5.8.2 Module 70: Women's Economic Empowerment VS GBV

OBJECTIVES	To identify immediate, underlying and root causes of GBV against women To unpack reasons for why women's economic empowerment decreases the risk of GBV against women To unpack reasons for why women's economic empowerment increases the risk of GBV against women
TIME FRAME	2 hours
PARTICIPANTS	Mixed group
Method/Tool	"Vote with Your Feet" and "But why" ⁵⁹
MATERIALS NEEDED	Large sheets of flipchart paper, markers or pens
VENUE	VESA/VSLA Meeting Place
Note	Start the session with reflection from participants on their action plans following the previous session!

Introduction:

Different school of thoughts/theories present different evidence for showing the correlation between women's economic empowerment and GBV. While WEE increases GBV against women according to some it decreases it for others. Through two SAA tools – "Vote with Your Feet" and "But Why", participants will be able to explore the diversity of opinions, and be provided with an opportunity to reflect on their own attitudes around commonly held beliefs. Also, the "But Why" tool will help participants to go to the root of both perspectives and identify the gender/social norm that needs to be challenged for GBV to stop.

⁵⁹ Adapted from: CARE. (2018). *Social Analysis and Action Global Implementation Manual*. P. 26 & 39

NOTE TO THE FACILITATOR

Of the many theories, family stress and dependence theories are for the argument that women's economic empowerment will decrease their risk to GBV. According to family stress theory, stress caused by unemployment and lack of income contributes to Intimate Partner Violence hence economic contributions from women should decrease the likelihood of Intimate Partner Violence. Dependence theory asserts that by empowering women economically, their negotiation and bargaining power will be increased which help ensure safer relationship or quit it all together. On the other hand, according to resource theory, violence can be used as method of maintaining power and control over resources hence women's increased control over financial resources will result in increase in violence as an attempt by men to maintain control over women. In support of this assertion, relative resource theory states that if men perceive WEE as a threat to their status; in other words, if it tries to shake the status quo, violence will increase⁵⁸.

Activity Steps:

Part I: Vote with Your Feet

Step 1: Explain the purpose of the tool to the participants:

- This is a group learning exercise, where everyone in the group gets to have their opinion on the statements and reflect on their own attitudes around commonly held beliefs. The objective is to understand the diversity of opinions and give everyone an opportunity to reflect on their own attitudes around commonly held beliefs.
- It is important that we show each other respect and refrain from judging, interrupting or ridiculing others.
- Our values and attitudes are not "right" or "wrong". They are simply the lens through which we view our world.

Step 2: Post/lay two cards with "agree" and "disagree" Place the agree/disagree cards at opposite ends of the space, so that everyone can see them with enough space for people to be able to move to either side - written or drawn for non-literate participants. If working with non-literate groups, decide together on symbols that depict the feeling of "agree" and "disagree".

⁶⁰ Mejia. et al. , (2014). *Perspectives on Gender-Based Violence and Women's Economic Empowerment in Sub-Saharan Africa: Challenges and Opportunities*. Retrieved from <https://www.measureevaluation.org/resources/publications/sr-14-111/at.../document> on July 2, 2018.

Step 3: Read the following statements one after the other. Ask participants to reflect quietly (without discussing with one another) on their own attitude or opinion about a statement, and then move to the card that represents their opinion (agree/disagree).

Statements

- Women's risk of violence decreases if their male partners are employed
- Social expectation of masculinity makes men feel ashamed from not being able to provide for their wives or family and expose them to perpetuate VAW
- Men are less likely to be perpetrators of violence if they are highly educated
- Exposure to child abuse increases risk of GBV perpetration by men
- Low-socio economic status decreases risk of GBV perpetration by men
- Alcohol and drug use increases risk of GBV perpetration by both men and women
- Societal norms that support the use of violence as a method to discipline or control women increases risk of GBV perpetration by men
- Ideologies that man must prove their masculinity by being the sole providers increases risk of GBV perpetration
- Weak legal sanctions for GBV impact on the risk of Violence
- Conservative cultural contexts that limit women's status and opportunities outside of marriage decreases domestic violence
- Domestic violence increases if women arrive at higher economic status than their husbands
- Domestic violence decreases if women have education levels equal with or higher than their partners

Step 4: Once all participants have moved, ask them to discuss with those near them why they have chosen that group if they feel comfortable. (An activity after participants took side one each and every value statement)

Step 5: Invite participants of each group to share their reason for agreement/disagreement. Ask:

- Would someone care to share with the other group why they are standing where they are?
- How does it feel to be in the group they are in? (Note: the small group may have just one or two people—ask, how does it feel to be in the minority?)

Step 6: After hearing the views of each group, ask the participants if anyone would like to change their place and move to a different card. If participants moving would like to share, the facilitator should explore why they are doing so.

- Remind participants that the objective is not to argue or convince people to change their opinions, but rather to genuinely understand and learn about different opinions.

- Ask participants if they have any question or clarifications about the points raised during the discussion.

Step 7: Use the following reflection questions for a closing discussion:

- Did you learn anything new from this discussion? Any surprises?
- Did this discussion change anyone's understanding of the beliefs and norms?
- What are the advantages of discussing, challenging or changing our beliefs, attitudes or behaviors?
- What are the disadvantages, consequences, or sanctions?
- How could people be helped to challenge the beliefs we discussed and change their behaviors?

Step 8: To sum up, thank participants for their contributions, and summarize with the following key points:

- We all hold positive and negative beliefs, attitudes and behaviors that affect us in different ways. The tool demonstrates what views the community holds with regard to some of prevalent gender, social, and power norms.
- Our attitudes and values are often contextual and situational – they are not often black and white, so it may not be easy to know how we feel. It is important to notice that everyone does not necessarily hold the same values or opinions on certain issues even though this is what is assumed.
- Even people who seem to be like us and whom we respect may have different ideas or opinions. It is our duty to respect these differences and understand why we have them.

Part II: “But Why”?

Step 1: Introduce the exercise to the participants by explaining its purpose which is to analyze underlying causes of GBV against women and its correlation with WEE in view of developing strategies to challenge them

Step 2: Divide the group in smaller groups of five-six participants.

Step 3: Each sub-group is given one of the following two social norm for analysis by the facilitator,

- Women's Economic Empowerment Decreases risk of GBV against women
- Women's Economic Empowerment Increases risk of GBV against women

Step 4: Each group draws a circle in the middle of a sheet of flipchart paper and writes or draws the norm inside the circle to begin the analysis.

Step 5: Each group discusses “but why does this norm exist?” Each immediate answer is written in

separate circles around the central circle.

Step 6: Repeat the activity for each of the immediate answers and keep asking “but why does this happen?” Until the group can think of no more answers and the root causes have been surfaced.

Step 7: After completing the process each sub-group presents its “But Why” diagram and initiates a discussion within the group using some of the following questions:

- What are the most common reasons found for the norm discussed? Why are these the most common?
- Did you learn anything new about this norm through this exercise?
- How are norms you discussed in groups interconnected?
- Who are adversely affected by these norms?
- Does anyone benefit from these norms?
- Is there a need to change any of the norms we discussed? Why? Why not?
- What can be done to change it? Who can support this change?

Step 8: It is highly likely that participants start to think about why women’s economic empowerment is a reason for both increase and decrease in Gender Based Violence against women. This should lead them into deeper reflection about major factors that contributes to GBV against women beyond economic factors. In that case have further discussions on the following topics

- What non-economic factors are major contributors for GBV against women?
- What should interventions focus on? Who should do what?

Step 9: While reminding participants that personal stories and experiences shared during the dialogue should be kept within the group, encourage participants to share what issues were discussed and what they learned with the family and friends who were not present if they feel comfortable doing so.

5.8.3 Module 71: A Conversation about Conflict⁶¹

OBJECTIVES	To explore thoughts and experiences participants have as it relates to conflict To inspire productive ways of conflict resolution for harmony
TIME FRAME	2 hours

⁶¹ Adapted from: A Conversation about Conflict, A Facilitator’s Guide, Search for Common Ground, 2003. As cited in Access Africa. (2013). *Village Savings and Loan Associations (VSLAs): Programme Guide-Field Operations Manual with Integrated Gender*. P. 129-131.

PARTICIPANTS	Mixed group - May be easier to discuss topic separated into women groups and men groups and then discuss findings as plenary.
Method/Tool	Conversation
MATERIALS NEEDED	Flipchart of Conflict Approach Chart, markers
VENUE	VESA/VSLA Meeting Place
Note	Start the session with reflection from participants on their action plans following the previous session!

Introduction

Different people can have different views regarding something they care about. Failure to understand this and absence of empathy lead people into a conflict. This module will help participants learn from their past/present conflict experiences and see if they dealt with them effectively focusing on the issue than the person.

Activity Steps:

Step 1: The Facilitator introduces the session to the participants. "We all deal and often struggle with conflicts. (The Facilitator should give relevant cultural/community specific examples of conflicts.) We encounter many different kinds of conflict every day without necessarily connecting them and seeing some of the patterns and lessons to be learned. This activity is an opportunity to explore conflict in our life, our beliefs about it, how it looks, how it impacts us, how we deal with it and what our options are."

Step 2: Now, let's begin. First, the word 'conflict' means many different things for different people. During this activity we will be exploring its meaning. It is what 'conflict' means to you. Yet for the purpose of this exercise, we can say that 'conflict is a disagreement about something that you care about.' I will be asking 5 questions related to family and you should answer as it applies to your own situation. There is no right or wrong answer. For each question, you should choose 0, 1, 2, 3, 4 or 5; with 0 meaning "almost always NO" and 5 means 'almost always YES'. (The Facilitator should decide to use 0-5 or other appropriate symbols.)

When each question is read, each participant should choose their own answer (from 0 to 5) and record it on the ground in front of them or in their mind. (The Facilitator should provide each participant time to answer each question.)

Questions:

1. Is it easy for you to raise an issue or disagree?
2. When in conflict, can you share your feelings, especially anger?

3. Do you deal with the 'real' issue and find a resolution? (The Facilitator should give an example here to explain what is meant by 'real' issue. If a husband does not help washing up and a conflict is started – Is it the superficial reason of washing up or is it a deeper issue, such as respect in the relationship?)
4. Is everyone's voice heard and respected?
5. What would it take to create a safe or comfortable space for conflicts and differences?

Step 3: Ask participants to now pair up with a neighbor and discuss their findings. Reassure participants that they don't need to share anything they are not comfortable talking about. Tell them they will have 10 minutes to share. At 5 minutes, tell them they are half-way through.

Step 4: Debrief the entire group by asking:

1. What came up in your discussion?
2. What insights or patterns did you see?
3. What similarities or differences did you see?
4. What did you answer for Question 5?

Step 5: Let's now move to discuss the concept of conflict and the role it plays in our Lives. Ask the group: What does the word conflict mean to you? What role does conflict play in your life? How often do you experience conflict?

Step 6: Facilitate the discussion with additional questions:

- Why do we have conflicts?
- Is it possible not to have conflict?
- Do you consider conflict to be normal?
- Do you believe we have more or less conflict than say, 5 years ago?
- What do you think of this idea: "Conflict is a natural part of life, it is everywhere and is a part of every relationship"?

Step 7: Let's discuss now if we think conflicts are good or bad. Shut your eyes and try to think of one of your first experiences of conflict. After two minutes ask them to turn to their neighbor and discuss the conflict. Discuss for 5 minutes using these questions:

- What happened in this conflict?
- What lessons did you learn from this experience?
- What beliefs about conflict did you develop?

Step 8: Debrief as the whole group. Use these questions:

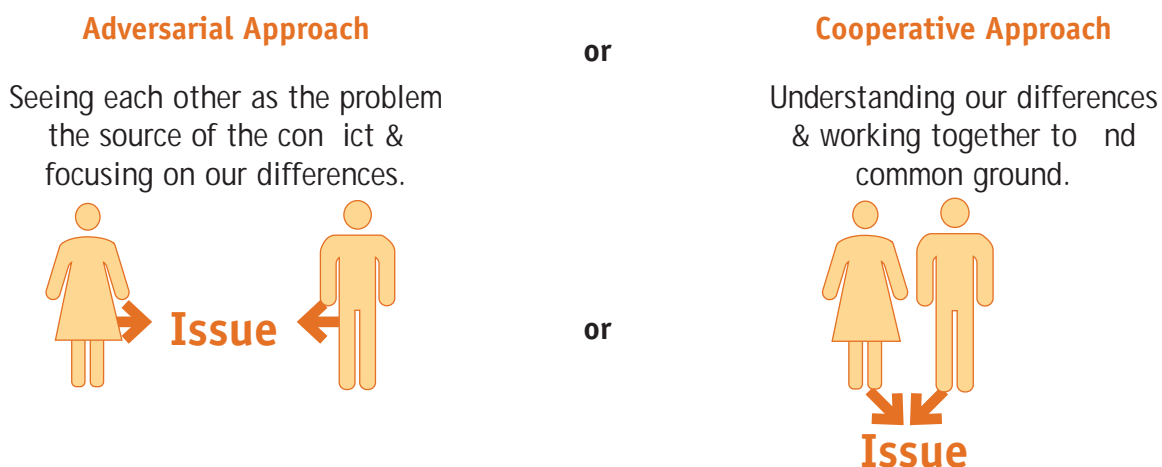
- How did these experiences influence the way you perceive or react to conflict today?

- Are there conflicts that can be easily resolved?
- Did any of the earlier conflicts have a positive outcome?
- What makes a conflict have positive or negative consequences?
- What do you think of this idea: Conflict is neither positive nor negative? It is the way we deal with the situation that will turn it into something destructive or an opportunity for growth.

Step 9: Let's now discuss how we handle conflict. What is your usual response to conflict? What are your immediate or automatic emotions, attitudes, beliefs and behaviors?

Step 10: There are two different ways to deal with a conflict- you can either focus on winning, convincing, overcoming the person you're in conflict with OR you can engage that person as a partner and work together on the problem you have.

Conflict Approach Chart



Discuss: Review the chart and discuss the two approaches. Provide an example:

If only my husband or wife was more understanding or less selfish, etc. Or you can focus on- How can we have a relationship that works for the both of us? This second question frames the situation differently.

Step 11: Ask them to discuss as large group or in pair. Use questions-

- How did each of you deal with the problem and each other?
- Which model/approach were you the closest to?
- How did the conflict affect your relationship?
- Did you get to the real issue and resolve it?

NOTE: Depending on the level of the participants, may decide to present them with scenarios that relate to the chart and two approaches and then ask questions about the scenarios.

Step 12: What do you think of this idea: “Conflict is a choice, although this is not the easy answer to all problems, there is always a choice”

Step 13: Let’s discuss how do we make conflicts work for us? Ask the group- when we’re in conflict do we really think about the options we have in the way we react? How confident are you in your ability to deal with conflict?

Step 14: Discuss as large group or in pairs-

- Think back to the conflict you recalled earlier, what tools and skills did you use to deal with this conflict?
- What have you found useful in dealing with conflicts?
- What skills, processes and qualities do we need to deal with conflict and all the emotions that go with it?
- What do you think of this idea: Dealing with conflict can be learned and practiced?

Step 15: Let’s now discuss what we are willing to do. Remember the questions at the beginning. How would you feel if you could answer YES to all those questions? How would you describe that feeling?

Step 16: Discuss as large group:

- What would it take for that to happen- answering YES to all those questions?
- What would become possible in our families and our communities if we were able to?
- Do you see a connection between the way we deal with our personal conflicts and other, larger conflicts?
- What do you think of this idea: We each make a difference. There is a connection between the way we deal with our everyday conflicts and the larger ones. Change takes place one person at a time until it becomes the norm.

Step 17: Conclude by asking: How useful have you found this conversation? What do you leave with?

5.8.4 Module 72: Conflict Resolution⁶²

OBJECTIVES	To consider situations which provoke conflict at the household level. To discuss what happens and why, and how one can avoid or resolve such conflict.
TIME FRAME	1 hour
PARTICIPANTS	Mixed, Yet the role plays should be discussed in gender separate groups and then findings discussed in plenary
Method/Tool	Role Play
MATERIALS NEEDED	Props, markers, flipchart paper
VENUE	VESA/VSLA Meeting Place
Note	Start the session with reflection from participants on their action plans following the previous session!

Introduction

This module will help participants understand different scenarios that could lead to violence. Through role plays, participants will demonstrate how different scenarios lead to conflict and what better ways of dealing with such scenarios could lead to conflict resolution.

Activity Steps:

Role Play Scenarios: These should be adjusted to the context and culture of the community being trained.

- Food - The husband arrives home and the food is not ready because the wife is late back from a VSLA/VESA meeting;
- Mobility - A woman goes out to visit other women and her husband comes home to find her absent;
- VSLA loan – the woman's loan has been used to buy a seed or other agricultural inputs for her husband. Repayment time arrives and she has to get the money from him.

Step 1: Facilitator discusses with participants that conflict is present when two or more parties

⁶² Adapted from: Access Africa. (2013). *Village Savings and Loan Associations (VSLAs): Programme Guide-Field Operations Manual with Integrated Gender*. P. 132.

perceive that their interests are incompatible, express hostile attitudes or pursue their interests through actions that damage the other parties. Interests can differ over:

- Access to and distribution of resources (e.g. Territory, money, energy sources, food);
- Control of power and participation in political decision-making;
- Identity (cultural, social and political communities); and
- Status, particularly those embodied in systems of government, religion, or ideology'

Step 2: Introduce the Role-Play scenarios to the participants.

Step 3: Split participants into smaller groups. (Make sure they are not mixed. If although the VSLA/VESA has 2 or 3 men then have to ask which women would be willing to work with them in a group.)

Step 4: Assign the role-plays to the number of groups you have.

Step 5: The groups discuss the role-play scenario. Then they work on the role-play they are assigned.

Step 6: Each group presents the role play to the larger group.

Step 7: Either after each role-play the larger group discusses the role-play and discusses what can happen as a result of such a scenario as well as strategies to work through the conflict.

NOTE TO THE FACILITATOR

The facilitator can also discuss if violence is a result of these conflicts or if it is raised by participants. Discuss how such conflicts can lead to violence against women and strategies to avoid or address violence.

5.8.5 Module 73: Cross the Line⁶³

OBJECTIVES	To provide participants the experience of trying to negotiate
TIMEFRAME	20 minutes
PARTICIPANTS	Mixed

⁶³ http://www.ehow.com/list_6754703_negotiation-skill-games.html#ixzz2Ue5tSSjm. As cited in Access Africa. (2013). *Village Savings and Loan Associations (VSLAs): Programme Guide-Field Operations Manual with Integrated Gender*. P. 133.

Method/Tool	Role Play
MATERIALS NEEDED	Rope, tape or something to make a line on ground
VENUE	VESA/VSLA Meeting Place
Note	Start the session with reflection from participants on their action plans following the previous session!

Introduction

This module will engage participants in negotiations. Participants will be able to learn techniques and strategies to win someone over. The role play is about developing negotiation skills.

Activity Steps:

Step 1: Divide your group into two teams.

Step 2: Each team picks a team leader.

Step 3: Place the teams on opposite sides of the meeting/training space and run a piece of rope, tape or mark a line in ground down the middle of the meeting space. Players cannot move to the other team's side. The leaders stand across from each other during this game.

Step 4: Each team tries to negotiate with the leader of the other team to make him move to their side. They can debate, cajole and even bribe the leader into changing sides. All bribes must be honored by the team for them to successfully win the game. The other team tries to negotiate with the other leader.

Step 5: Discuss outcomes of activity. Who won and why? Was it easy to negotiate with the leader? Which strategies worked? Which ones didn't? Why?

5.8.6 Module 74: Safe space for women's productive engagement

OBJECTIVES	<p>To understand types and forms of violence happening in the community</p> <p>To unpack the impact of violence on women's productive engagement</p> <p>To realize the impact of violence against women on men</p>
TIME FRAME	1 Hour

PARTICIPANTS	Work with women and men in separate groups to allow for greatest participation. General observations can be shared in larger group setting. Alternatively can host this session twice- once with women and another time with men.
Method/Tool	Village Mapping ⁶²
MATERIALS NEEDED	Flipchart, idea cards, markers, tape or stones. Use symbols to represent different ideas instead of words. Have group develop the symbol.
VENUE	VESA/VSLA Meeting Place
Note	Start the session with reflection from participants on their action plans following the previous session!

Introduction

Violence Against Women (VAW) limits women's productive engagement. Understanding the types and forms of violence within a community will help women take precaution, men realize its impact and community members find solution to prevent and respond to such acts. The village mapping tool will help participants name the types and forms of violence at every spot which is the very first step of planning to eliminate it and promote safe space for women's productive engagement. Participants will also realize the impact of playing the role of a perpetrator; in this case men, given the result of violence isn't to the advantage of perpetrators as well given there are consequences; both personal and legal.

Activity Steps:

- Step 1:** Ask the group to draw a map of their village considering women's movement in their productive engagement. From home to the market – where do they stop by? If group has done a mapping exercise before, ask them to use it as a reminder to draw the map for their village.
- Step 2:** Use the map to discuss where different types and forms of violence occur, to whom and by whom?
- Step 3:** List the different forms of violence that arise and categorize it per types of violence as sexual, emotional, physical, etc.
- Step 4:** For each form under each type of violence, ask participants:
- When is violence tolerated or not tolerated? Why?
 - Who tolerates violence? Why?

⁶⁴ Access Africa. (2013). *Village Savings and Loan Associations (VSLAs): Programme Guide-Field Operations Manual with Integrated Gender*. P. 163.

Step 5: Ask question to probe into the role or value of using violence and perception of violence with the community. The questions may include:

- What is the role or value of using violence to men (power, pain, pleasure)? To women?
- When is it acceptable to talk about certain types of violence and when is it not?
- Where are the silences and where are the bragging points?
- For men who don't use violence, what are the factors supporting and consequences related to that behavior?

Step 6: Ask participants to take a look at the village map and let them respond to the following "where" "what" and "how" questions. In each one of the spots marked as places where violence occurs:-

- What types and forms of violence against women are there for that specific spot?
 - How does it limit women's right to movement and productive engagement?
 - How can it affect women's group engagement? (Ability to save, build savings, start or grow a business, etc.)
- How does violence against women affect men? (This question should go beyond the discussion about men being husbands, father and brothers. The facilitator should encourage people to talk about those men who abuse women and how it affects them too.)
- What can be done to change attitudes and behaviors around violence against women?
- How can we transform spots marked with violence in our map to make our village a safe space for women? The facilitator should encourage participants to mention practical steps as installing lights, more water points, and active community based mechanisms for GBV prevention and response, etc.

5.8.7 Module 75: Women's Mobility⁶⁵

OBJECTIVES	To build understand and create a better environment for trust and safe space
	To identify social norms, and deeply held values related to women's mobility and
	To explore protection mechanisms for vulnerable groups
TIMEFRAME	45 minutes – 1 hour
PARTICIPANTS	Mixed Group
Method/Tool	Trust game, Vote with color and Story telling

⁶⁵ Adapted from: Livelihoods for Resilience. (2018). *VESA Manual: CARE Ethiopia*. P. 99-102.

MATERIALS NEEDED	Participants' number of Red and green cards
VENUE	VESA/VSLA Meeting Place
Note	Start the session with reflection from participants on their action plans following the previous session!

Introduction

This tool will help participants unpack their own beliefs and values regarding women's mobility and help participants discuss possible strategies to protect vulnerable groups in community.

Tool 1: Trust game

Activity Steps:

- Step 1:** Ask the group to make a circle, including the facilitator. Make sure the circle is closed. Explain that we are going to experiment with taking risks. The circle represents a wall of protection. Inside this space, participants can practice safely walking with their eyes closed.
- Step 2:** Ask one volunteer to experiment walking with his/her eyes closed while the others provide a safe space. The volunteer stands in the middle while the facilitator explains, "You will close your eyes and start to cross to the circle until you reach one side of the group. The group member will receive you gently and guide you to another person in the circle. The group will take care that you feel safe." Enforce the rules that no one will laugh or make jokes while the volunteer is experimenting.

Allow several volunteers to experiment for a total of 10 minutes.

Step 3: Ask the volunteer:

- How did it feel to be led by others?
- How did others receive you?
- What feelings (anxiety, safety) did you have?

Step 4: Ask the group:

- How did it feel to be responsible for guiding others? What did we do to create a safe space?
- How does this relate to real life? What things make you feel comfortable discussing with a group?
- What can we do in our VESA/VSLA groups to make each other feel comfortable?

Tool 2: Vote with color/ Value clarification

Activity Steps:

- STEP 1:** Give each participant one red card and one green card. (Here they can use their passbook in place of the green card if it is green). Tell participants to use the red card if they disagree with the statement read and the green card if they agree with the statement. Remind participants which color is for what repeatedly. Ask participants to listen carefully before raising the card of their choice. Read one value statement and the participants should raise the card of their choice. (Take note of how many people are agreeing/show green and how many disagree/show red for each value statement).
- Step 2:** Remind participants that they are all responsible to create a safe space. After each statement, when participants raise the card of their choice, ask few volunteers from each color (from agree and disagree side) one by one to explain why they chose that card. Generate ideas as much as you can. See if anyone wants to change their cards, once they listen to others' reasons.
- STEP 3:** After discussions and some peoples' change of color cards, move to the next value statement and do the same.

NOTE TO THE FACILITATOR

Take note of the reasons that restrict women's mobility in the community for further discussion. Remember that your duty is not to influence but to facilitate people's conversations to positively-affect each other. You can do this by asking different questions like: why did you chose this color card for this statement? What happens if the opposite of this statement takes place? How would the community react if one demonstrate the statement/its opposite? Alternatively, any other probing question that could help people explore alternative ideas and perspectives

Value Statements

1. A woman should not go to some places.
2. An unmarried girl should not go out alone.
3. A woman should not go to a distant market without a man.
4. A man guarantor should accompany a woman selling livestock or crop products.
5. A woman should not be involved in income generating activity that takes her out of the house.
6. Once a girl is married, employment is unthinkable for her.

7. Women cannot go to trainings organized away from their homes.
8. If a woman works outside the house, the family's nutrition and health suffers.
9. Husbands must be present/approve for women or their children to get health services.
10. A pregnant or breastfeeding woman's husband must accompany her to health service providers.
11. Access to information has no link to mobility.
12. Women's restricted mobility prevent them from accessing market.
13. If a woman starts to spend more time outside of her house, her behavior changes negatively.
14. Women are more affected by climate and other hazards because of mobility restriction.

[The Community Facilitator can remove or add statements based on the context of the region.]

Step 4: After participants have found out their values and reasons for each statement, bring them in the big circle and ask them to discuss on the following question:

- What have you learned from this activity? (Here, point out to participants that we have all learned these values and norms from our community, family, media, etc and that the main thing is to be aware of them and preserve those that benefit us and change those that hurt us as family and society in general.)

Tool 3: Story and discussion

Activity Steps:

Tegbar and Kebebush - Dealing with Mobility

Tegbar, Kebebush, and their family have slowly started to recover from the effect of a major drought. They joined the VESA/VSLA close to their house, where they discuss different issues and save 10 birr every other week.

After receiving financial literacy training from the VESA/VSLA, Kebebush and Tegbar started planning and budgeting their finances well. After ten months, Tegbar got a small VESA/VSLA loan and bought two chicks to start poultry production. Kebebush restarted growing vegetables and selling the surplus. After she received the nutrition training, she also began using some eggs and vegetables to prepare food for the family.

To supplement their income, Kebebush finds a job in the coffee processing factory. She is happy to be earning an income, but she knows that sometimes people talk about her. In addition, she is harassed on the road by men when they see her walk to and from work. Women are telling her and Tegbar that she should not be walking alone just to get some wage income. Even though Tegbar thinks the income Kebebush brings is important, he does not like the fact that other men are looking at her and saying some things to her. Therefore, he tells Kebebush to stay at home and work around the house instead.

Step 1: Read the story of Tegbar and Kebebush aloud.

STEP 2: Ask participants to discuss on the questions below.

- What is your advice for Kebebush? What would you do in her place?
- What are the common solutions/actions taken for the mobility restrictive factors in your community?
- What cultural practices are there in your community to protect women like Kebebush?

NOTE TO THE FACILITATOR

You can suggest here that women can move in groups. Tell participants that they can look back, talk to older people to explore different cultures in their community that protect women and community from different violence. Cultures like Siiqqee culture in Oromia region or the Awchachign culture in Sidama and Amhara or the Hadiya culture of 5 children before any harsh consequence in marriage, etc. for this purpose. The community, can agree to protect women by identifying and reporting perpetrators that prevent women's free movement, etc.

What is your advice for Tegbar to protect or support his wife Kebebush?

- How can we protect vulnerable groups in movements to improve their participation; access to information and market?

NOTE TO THE FACILITATOR

We have developed the values, norms and unwritten rules about mobility from our family, friends, media, and the community in general. We can choose to keep those that can benefit us and change those that do not.

Restricted mobility affects one's participation in different livelihoods pathways. For example, employment, and income generating activities that require movement. This limits the type of livelihoods activities a family can engage in, resulting in limited improvement of household resilience.

Mobility of a family member can affect the nutrition and health of a family. As both women and men can freely move to do income generating activities; as they move to get more and better information about their health and family nutrition; as they are free to move to buy nutritious food; get health care services in time; their family will have better nutrition and health. This contributes to household resilience greatly as healthy members contribute more income and saving but sick members mean more money spent on caring for the sick.

There are different strategies that we can take to improve the problems identified. We can provide a safe space for each other. We can express problems and ideas with each other; talk about solutions of problems faced together. The VESA/VSLA group can be a support group to protect each other and help one other to move towards development, food security, and resilience.

5.8.8 Module 76: Violence Against Women and the power of Land Ownership

OBJECTIVES	To examine personal experiences of gender discrimination and discuss feelings associated with such experiences. To show how women's access to resources; particularly land, contributes to increased women's voice in the household and communities
TIMEFRAME	45 minutes – 1 hour
PARTICIPANTS	Mixed group
Method/Tool	Story
MATERIALS NEEDED	Markers and Flip Charts
VENUE	VESA/VSLA Meeting Place
Note	Start the session with reflection from participants on their action plans following the previous session!

Introduction

When talking about violence we usually don't see the process and the circling environments that contribute to violence of women. This activity will show participants how violence is perpetrated and its manifestation.

Activity Steps:

Step 1: Read participants the below story in a loud and clear voice.

The Story of Shegitu and Chala

Shegitu and Chala are a married couple living in a small village with four children. They have a small land which is a means to their livelihood. Their daily routine is Chala leaves early in the morning to the farm land and Shegitu stays home with two of her youngest girls in the house while her two sons go to school. These couple are known from their argument every night where Chala returns home from farming. He mostly gets violent and hits Shegitu after every conversation they have.

One day Shegitu has had enough and decided to consult her neighbor Emama Fete, an elderly woman who have lived next door for more than 20 years. But Emama Fete advised Shegitu to be brave and handle her husband because once she is separated no one will respect her and trust her as she is already proving her weakness for not winning her husband and keeping her marriage. Shegitu was not satisfied with Emama's Fete's advice since she cannot take the verbal and physical abuse from Chala anymore. She went and consulted the elderlies in her village; the village clan, and religious leaders responded that it is better if she commit to work it out for the benefit of the family.

One day a health extension worker that grew up in the nearest village came to teach Shegitu about safe child delivery, after some deep thought Shegitu consulted the extension worker about her problem. The extension worker explained to Shegitu that she has got an option of going to the court and open a file for divorce if she believes that her marriage isn't working anymore as a result of the abuse she endured for so long. She indicated to Shegitu the possibility of the legal and counseling support she can get in the community. Shegitu went to the court and talked to a social worker working in the court about her situation. After understanding Shegitu's story, the social worker advised Shegitu on the procedures and among the rights discussed is the claim she can make over half of the land after the court approve their request for divorce.

While this is happening the village clans she consulted earlier addressed Chala and explained to him that his wife has decided to get a divorce and now a social worker in the court is advising her about her right to own half of the land as a result. Chala was shocked, this is something he never expected. He was even more shocked that she could be entitled to the half of the land that would affect his income as he will be ploughing only half of the land. After careful consideration, Chala with the help of the village clans approached Shegitu to reconsider her decision for divorce.

Step 2: Following the story ask participants to respond to the following questions:

- Is Shegitu dealing with a certain discrimination/ violence? Ask participants to support their response with a justification. For those responding yes ask the below question.
- If yes what was the act of discrimination/ violence?
- Who or what was responsible for the act of discrimination/ violence?

Step 3: After participants respond to who contributed ask the following question.

- What should Shegitu's response be after her husband's request to reconsider her decision of divorce?

Encourage participants to respond honestly and it is a safe space to reflect. Use probing question when they try to make it easy or difficult for Shegitu to make decision; encourage constructive debate.

Step 4: After all the groups have made their presentations, discuss the following:

NOTE TO THE FACILITATOR

Gender based discrimination also results in a gross violation of the basic human right of living with dignity and security, in the form of physical, psychological, economical and sexual abuse. You will have to explain that any act which violates the rights of individuals to enjoy equal opportunities, and realize their full human potential, amounts to discrimination.

- What are the various forms in which gender-based discrimination manifests itself? Does gender discrimination reflect a 'pattern'?
- Are the feelings associated with discrimination similar for both men and women?

5.8.9 Module 77: Engaging Men about Violence⁶⁶

OBJECTIVES	<p>To learn about violence</p> <p>To raise awareness about the different levels at which violence takes place and the various forms violence takes in our society</p> <p>To encourage reflection on participants' own experiences with violence, including GBV.</p>
TIME FRAME	2 Hours and 30 Minutes

⁶⁶ Journeys of Transformation, p. 62. As cited in Access Africa. (2013). *Village Savings and Loan Associations (VSLAs): Programme Guide-Field Operations Manual with Integrated Gender*. P. 166-68.

PARTICIPANTS	Men only
Method/Tool	Brainstorming
MATERIALS NEEDED	Flipchart, idea cards, markers
VENUE	VESA/VSLA Meeting Place or a venue open to men- maybe a community center or a religious building that all the men would be comfortable at
Note	Start the session with reflection from participants on their action plans following the previous session!

Introduction

Violence occurs at different levels in society: the State level (violence from armed forces during war, for example), the community level (e.g., violence between ethnic groups and tribes) and the interpersonal level (violence towards oneself, such as drinking or suicide). Violence is defined as the intentional use of physical force, whether threatened or actual, against oneself, another person, or against a group or community, that results in, or could result in, injury, death, psychological harm, maldevelopment, or deprivation (WHO, 2002).

Being exposed to violence can encourage the use of violence, consciously and unconsciously. But this cycle of violence can be stopped. In this session, we focus on violence that happens in the family and between partners. Violence has many different faces, including GBV. In order to recognize what acts are perceived or experienced as violence, we need to understand the different forms of violence that can occur between partners: psychological, economic, physical, and sexual.

In this module, there are different exercises and we ask participants to talk about personal experiences with GBV (as either actors or victims). We know this is never easy, because it reminds us of things we'd prefer to forget. However, the exercises in this session can help participants to be honest with themselves and give them the courage to think about violent events. If you are able to reflect on your past experience, you may become stronger in dealing with them, and you may gain new insights for the future.

This session must be introduced with a very good reminder from the facilitator regarding confidentiality. None of the information received or shared will be shared with others outside the group. The objective here is not to convict anybody for their past behavior but to prevent future violence in any form at the community or family level.

Activity Steps:

Step 1: The facilitator asks the group to think together about examples of the four forms of violence and writes them on a flip-chart.

- Step 2:** The facilitator asks: What are some examples of GBV?
- Step 3:** The facilitator points out that what all these examples have in common is the abuse of power by one person over another related to professional status, to physical appearance, to social (gender) role, etc.
- Step 4:** The facilitator explains that differences in power can be abused as well as used to justify violence. The facilitator asks a question:
- How did unequal power play a role in the examples you gave?
- Step 5:** The facilitator indicates the role of power on the chart and makes sure that everybody understands the relationship between power and violence.
- Step 6:** The Facilitator asks participants to think about situations in which they were the victim, but also about situations in which they used violence against another person. Participants choose examples that still disturb them when they think too much or are nervous. Participants may also relay story of someone they know. If they do not want to share, that should be respected.
- Step 7:** The facilitator encourages participants to think about one or more of the four types of violence (physical, sexual, economic and psychological) that they have been the victims of or that they committed against another person. (Did something harmful to another person.)
- Step 8:** The facilitator gives each participant a few pieces of paper. Each sheet of paper represents one experience- committed or experienced. The participants sit and think on their own.

NOTE TO THE FACILITATOR

The above exercise should stimulate the men to rethink their experiences, confrontations, and problems with violence, without being forced to openly disclose their personal experiences to the group.

- Step 9:** After the Exercise: The facilitator asks the group how it felt to undertake this exercise. If somebody feels offended or touched, give that person time to talk. If nobody wants to share anything, that is okay, too, and you should continue the session. Thank the participants for their courage in remembering and rethinking their own experiences, and emphasize that after this session all the papers with the written memories will be burned and nobody will see them. Idea: taking part in burning the bad memories may help the men to leave them behind mentally as well as physically, and create “space” for new and different behavior. If you plan to do this, burn the papers outside in a pot.

5.8.10 Module 78: Gender Roles Exposing Women to Economic Violence

OBJECTIVES	<p>To show the relationship between gender roles and economic violence against women</p> <p>To understand norm holders' (influential people's) unintentional/intentional contribution to economic violence against women</p> <p>To unpack the role of corrupt system in perpetuating economic violence against women</p>
TIME FRAME	1 hour
PARTICIPANTS	Mixed group
Method/Tool	Story – Land
MATERIALS NEEDED	Flipchart, idea cards, markers
VENUE	VESA/VSLA Meeting Place
Note	Start the session with reflection from participants on their action plans following the previous session!

Introduction

Gender roles put women and men in to two different positions. A norm that forced visualizing a man when the word “farmer” is mentioned in people’s mind perpetuates economic violence against women. Norm holders/influential people unintentionally/intentionally exposes women to violence and on the other hand, have the potential to remove barriers to women’s access to economic resources including land. Systems which are not inclusive leave women behind while systems which are corrupt contributes greater share to women’s economic violence. This module will help participants analyze a story that present the role of gender roles, influential people, and systems in perpetuating economic violence against women. Participants will be able to show what needs to be done to transform gender roles, and institutions, and figure out the role of influential people and women to promote women’s access to economic resources.

Activity Steps:

Step 1: The facilitator reads “the story of Zebidar” to participants.

The Story of Zebidar

Zebidar got married to Zerihun and moved to his place. Zerihun lives in his late parents' house sharing the compound and rooms with his younger brother who is also married. After the two brothers got married, they took their own share of their parents' land, after splitting it in half, and it was a means to their livelihood. They both now have kids and work hard on their respective farm land with their wives.

Life was good for Zebidar until her husband's sudden death which made her the soul provider for her family. Zebidar's two children were too young to help cultivating the farm land and though she wanted to go ahead and plow the land by herself, she is scared of her community's disapproval as plowing is "men's" job in her community. She finally rented her land to get returns in-kind; 1/3 of the harvest. Her brother-in-law was against her idea in the first place and asked her to give the contract to him for a better deal; ½ of the harvest.

After discussing the matter with her family she came to a point that she shouldn't say "yes" to his proposal as it could ruin the good relationship they have as a family.

She would rather settle for less; 1/3 of the harvest from her land being cultivated by an outsider, than get into unnecessary clash over benefits with her brother-in-law and the family at large. Her brother-in-law wanted the land as he could cluster it with his own and generate a good harvest. He kept on sending people to negotiate with her but she refused. Finally, he sent a group of influential people including priests and the elderly. They came to convince her and they won. The first couple of years went well for both Zebidar and her brother-in-law. She wasn't bothered about her land anymore; he convinced her that he is enough to handle all matters related to the land including paying taxes. He told her that she should focus on raising her kids and not to worry about the land at all. Everything looked good until he decided to cheat her. He heard about the new land certification program and he got successful in registering the land and claim Zebidar's land as his own. It wasn't clear how he managed to pay tax for Zebidar's land on his own name. He made sure that he registered both his name and his wife's on the new certificate. Zebidar realized that something went wrong when he started to deviate from the customary contract they have entered. He would just send her whatever he wants from the harvest and she had to ask him why. The argument later resulted in him refusing to give her anything from her own land. She demanded that the contract is over and asked her land back and came to realize that he claimed it as his family's property.

Step 2: The facilitator ask participants if they know a similar story in their area. Encourage participants to share such stories.

Step 3: Facilitate discussion on the following questions.

- Why was Zebidar forced to rent her land in the first place?
- Regarding societal norms, was it easy for Zebidar to break the norm and start working on her land?

- What was she supposed to do to be aware of new regulations and the status of her land?
- What should the responsibility of influential people be in promoting women's access and ownership of resources in their communities?
- What should the role of Kebeles be in creating awareness about new rules and regulations?
- What will you do if you were in Zebidar's place to get your land back?

5.8.11

Module 79: Harmony in the Home⁶⁷

OBJECTIVES	To illustrate the possibility of changing gender roles To demonstrate a positive scenario of cooperation and sharing household work
TIME FRAME	30 Minutes
PARTICIPANTS	Mixed group
Method/Tool	Role-Play
MATERIALS NEEDED	Props for the play (cooking pot, doll, etc.)
VENUE	VESA/VSLA Meeting Place
Note	Start the session with reflection from participants on their action plans following the previous session!

Introduction

Many times the idea of change can be intimidating. Some family members may agree to share work more equally, but others may be fearful of what others will say. This exercise allows participants to envision what cooperation within the home could look like, and how family members might start sharing some non-traditional tasks, and in the process, enjoy spending time together.

NOTE TO THE FACILITATOR

This exercise should make use of the "Daily clock" exercise. The facilitator will need to remind participants about the exercise.

⁶⁷ Adapted From: CARE Pathways to Empowerment Program. *Farmer Field and Business School Toolkit*. P.104-105.

Activity Steps:

Step 1: Introduction: Ask group members to recall some of the key points from the “Daily clock” exercise, and ask whether they have talked about this with partners or with their families. Explain that this exercise is going to continue some of the discussions we’ve had earlier on this topic of working together in the home.

Step 2: Role-play of a harmonious home: Ask for three volunteers to act out a short scene. Take the volunteers aside and explain that they are going to illustrate a scenario in which in-laws and husbands are performing some of the roles that are usually allocated to women only. They are to demonstrate a happy scenario, in which every member is chatting cheerfully with each other.

Allocate each player a role and have them choose what they are going to do, for example:

- Mother-in law (busy cooking, helping child with homework)
- Woman (keeping business records, counting cash)
- Husband (washing clothes, fetching water, bathing child)

Start the role-play, having the three do their activities and chat with each other, happily, for a few minutes.

Step 3: Player Discussion: Stop the action and ask each of the three players, in turn:

- How do you feel about role-playing this situation?

Step 4: Observer Discussion: Turn to the other participants and begin a discussion about the scene. Ask:

- How do you feel about watching this situation?
- Are the family members treating each other with respect? How so?
- What would the neighbors think about the situation?
- Could this situation happen in your household or community? What would need to happen so it could become true?

Step 5: Role-play of a negative scenario: Using the same (or new) volunteers, ask them to act out a second scenario, in which each of the family members is doing their typical roles, and shouting or silencing each other.

- Mother (cooking, breastfeeding, washing, helping children with schoolwork at the same time)
- Mother-in-law (resting, criticizing)
- Husband (impatient for dinner)

Stop the action and ask the participants to describe what they saw. Ask:

- How do you feel about watching this situation?
- Are the family members treating each other with respect? How so?
- What would the neighbors think about the situation?
- Does this situation happen in your household or community?
- Which scenario feels more true to life—the first or second?

Step 6: Checking on our actions:

Ask the group members to first discuss:

- How the workload-sharing is going in their own households.

Then ask for volunteers to role-play (or describe):

- An actual situation when they asked for help from their family, or where they supported their family members.

Finally, ask the group members to discuss:

- Was the outcome positive? Negative?
- What are the obstacles to asking for help?
- What are the obstacles to trying new roles?
- How can women assertively ask for support from household members?
- How can the group help them get support from families?

5.8.12 **Module 80: Increased Harmony in the House and Decision Making on the Elimination of Child and Forced Marriage**

OBJECTIVES	To explore the process of change and develop ideas on how to support the process of change.
TIME FRAME	45 minutes – 1 hour
PARTICIPANTS	Mixed group
Method/Tool	Story ⁶⁸
MATERIALS NEEDED	Index cards of 3 different colors, bold markers

⁶⁸ Adapted from: CARE. (2018). *Social Analysis and Action Global Implementation Manual*. P. 46.

VENUE	VESA/VSLA Meeting Place
Note	Start the session with reflection from participants on their action plans following the previous session!

Introduction Through storytelling as a group creativity technique, this exercise creates a dynamic story of a young woman and explores factors that influence her life and her desire to make a decision about her life.

Activity Steps:

Step 1: Ask participants to sit in a circle and introduce the tool. Explain that through this activity we will explore the process of change and how we can support individuals along that process at different levels. Change is a complex process; it is not linear, not easy and it takes time. In this activity, we are going to examine the life of “Almaz” (change name that fits for the local context as seen), and her journey through the change process.

Step 2: State the situation.

- Almaz is a young mother of four children living with her husband in a small village. Her husband is the main source of income for the household. Her daughter, Mimi has just turned 12 years old this year. Almaz’s husband has made an agreement to send Mimi for a marriage to a man living in the same neighborhood but Almaz knows that Mimi’s dream is to finish school. Therefore Almaz is responsible to peacefully negotiate with her husband to delay Mimi’s wedding until she finished school.

Step 3: After reading this, ask participants to come up with actions where Almaz can delay her daughter’s marriage using harmonized negotiations with her husband, and possible barriers she might face while doing so. When participants give ideas, the facilitators must put the ideas on the cards assigning one color to each i.e actions e.g in green and barriers in red. The facilitator must also categorize the responses as either an action or barriers. Possible answers include:

1. She can talk to her neighbors to help her convince her husband (action)
2. Her husband might be mad on the basic concept of delaying his daughters marriage (barrier). When such barriers are mentioned that have a tendency of leading to violence, encourage participants to suggest another way of negotiation to handle the argument peacefully like for example, to avoid him getting mad she could go to a priest first and ask him to help her convince her husband.

NOTE TO THE FACILITATOR

When participants are identifying interventions to support Almaz, encourage them to identify both technical and social interventions. For example, technical interventions may include training service providers or providing services. Social interventions may include holding SAA dialogues with women and men in Almaz's community or facilitating couple communication.

Step 4: Use the following reflection questions to facilitate a dialogue:

- Do women/girls in the community face a similar situation to Almaz's?
- What happens to women/or girls in this community when they face similar situations as Almaz?
- Are women in the community able to negotiate some of the actions in their favor?
- What were the factors within her, in her family, and in the community, which helped or hindered Almaz from reaching her goal?
- How do different people in the community respond to a situation similar to Almaz's?
- Does their response help solve Almaz's problem or does it aggravate the problem?

Step 5: Use the following reflection questions for a closing discussion:

- Did you learn anything new from this discussion? Any surprises?
- Did this discussion change anyone's understanding of the beliefs and norms?
- What are the advantages of discussing, challenging or changing our beliefs, attitudes or behaviors?
- What are the disadvantages, consequences, or sanctions?
- How could people be helped to challenge the beliefs we discussed and change their behaviors?

OBJECTIVES	To unpack forms of early marriage in the community To help participants identify disadvantages of early marriage as it relates to food and nutrition security
TIME FRAME	45 minutes
PARTICIPANTS	Mixed group
Method/Tool	FGD
MATERIALS NEEDED	Flipchart, idea cards, markers
VENUE	VESA/VSLA Meeting Place
Note	Start the session with reflection from participants on their action plans following the previous session!

Introduction

Early and forced marriage is any marriage that takes place with someone under the age of 18. In early marriages, girls are married off without their consent. This means childbearing starts at early age, dramatically increasing the likelihood of complications, including obstetric fistula. She is forced to drop out from formal education or can be isolated from the society because of the fistula. She cannot actively participate in the food production process and utilization at home. This would affect the food and nutrition security of the household negatively. This module will help participants unpack forms of early marriages in their community and talk about the disadvantages.

Activity Steps:

- Step 1:** Introduce the topic and its relevance – Tell participants that today we are going to discuss the causes and consequences of early marriage. But before that ask them to share forms of early marriage arrangements in their communities.
- Step 2:** Let the participants reflect on why it is important to discuss early marriage
- Step 3:** Divide the group into two. Assign the groups to discuss their personal attitudes towards the causes of the identified early marriage arrangements.
- Step 4:** Let one participant from each group share the small group discussion with the larger group.
- Step 5:** Discuss the advantages and disadvantages early marriage.

⁶⁹ Adapted From: CARE Ethiopia. (2014). *Social Analysis and Action (SAA) for Food Security Programs Facilitation Manual*. P. 36

NOTE TO THE FACILITATOR

Summarize the discussion based on the responses from the groups and the information provided at the beginning of the session.

5.8.14

Module 82: One Less Mouth to Feed: Negative Coping Mechanism for Food Insecurity

OBJECTIVES	To reflect on negative coping mechanisms of households to food insecurity To explore the relationship between food insecurity, child and forced marriage and intergenerational malnutrition
TIME FRAME	45 minutes – 1 hour
PARTICIPANTS	Mixed Group
Method/Tool	FGD- and Case story
MATERIALS NEEDED	Flipchart, Markers, Tape
VENUE	VESA/VSLA Meeting Place
Note	Start the session with reflection from participants on their action plans following the previous session!

Introduction

Food insecurity and malnutrition can be both causes and consequences of child marriage. Discriminatory gender norms that undervalue girls' roles in the family and community can intersect with food insecurity and poverty to create powerful drivers of child marriage. Faced with limited food resources, families may marry their daughters in an attempt to lessen the burden on their constrained food allocations by having one less mouth to feed⁷⁰.

Most research findings revealed that during climate crises, child, early and forced marriage is used as a coping mechanism because (i) the bride price/dowry is welcome income, (ii) it is one less mouth for the family to feed, clothe and educate, and (iii) the family perceives the girl will be better off and

⁷⁰ International Center for Research on Women (ICRW), Girls Not Brides (2016). *Taking action to address child marriage: the role of different sectors Food security and nutrition Brief 6*. Retrieved From <https://www.girlsnotbrides.org/resource-centre/child-marriage-brief-role-of-sectors/> on May, 2018

have more food security in the marriage.⁷¹ In general, this kind of coping mechanism leaves girls at risk of sexual and physical abuse, poor nutrition and increased chance of maternal neonatal death.

This session will help participants explore the relationship between negative coping mechanisms to food insecurity and with intergenerational malnutrition. They will further think about the restrictive gender and social norms which are there as drivers for the negative coping mechanism.

Activity Steps:

Activity I – Family Size and family nutrition (illustration-based discussion) (10 mins)

- Step 1:** Welcome and greet participants. Tell them that today's discussion is about negative coping mechanisms to food insecurity and its consequences.
- Step 2:** Establish ground rules with participants at the beginning of the exercise about listening respectfully and maintaining confidentiality.
- Step 3:** Facilitate discussion with the group by asking the following questions.

KEY QUESTIONS TO ASK

1. Have you ever been food insecure in your life? What did you do to cope?
2. Have you ever done something that you think is wrong so that you cope with food insecurity? If yes, do you want to share?
3. What are some of the common traditional negative coping mechanisms during stress/drought in the households in your communities?
4. Have you ever heard of a story about a family who gave their girl child to marriage to have one less mouth to feed in the house? If yes, do you want to share?
5. How does child marriage contribute to poor infant and child health or intergenerational malnutrition?
6. What are the problems of child marriage at individual, community and country levels?
7. Is child and forced marriage a common practice in your community? If yes, what do you think are the root causes other than it being a coping mechanism?
8. What are the difficulties/barriers to eliminate child marriage in the community?
9. What kind of interventions are required to reduce child marriage?

⁷¹ Women and Drought in Southern Mozambique (2016). *More Responsibilities, Less Power and Increased Vulnerabilities*. P. 15-45

Activity 2 – Story of Ato Jemal and W/o Seada (10 min)

Step 1: Please read the story of Ato Jemal and W/o Seada out loud.

Ato Jemal and W/o Seada – One less mouth to feed

Ato Jemal and W/o Seada are a couple and they live in Eastern part of Ethiopia. Their livelihood is dependent upon farming as most of their neighbors. Ato Jemal and W/o Seada have eight children from their 13 years of marriage.

The drought from last year put them in a very difficult situation to cater for their family's needs. They have sold all their belongings—livestock, and household assets—taken loans and mortgaged their lands. As the prices of these lands have dropped by more than 50% compared to how it was in normal years, they are now battling with the double-edged sword of desperately trying to rent their land at a time of reduced prices or starve their family. Labor opportunities are almost entirely limited to the main provincial cities as a result of agricultural failure and restrictions across the borders.

Ato Jemal and W/o Seada grow increasingly worried about their family because, the family simply don't have enough to eat. Finally, they arranged marriage for their first daughter, Fatuma, who is only 12 years old to have one less mouth to feed and in hopes that their daughter would be better fed in the home of her in-laws, so at least they could worry for those they have in the house.

Step 2: Discuss the following questions:

- What would you do if you were Ato Jemal and W/o Seada? What would you do if you were Fatuma?
- What do you learn about a negative coping mechanism; “one less mouth to feed” in the story?
- What will happen in Fatuma's future life as it relates to her health, nutrition and her child/children?
- What are the positive coping mechanisms during stress or shocks?

NOTE TO THE FACILITATOR

Problems of Child Marriage

- Children raised by young, uneducated mothers are likely to be poor themselves and therefore child marriage can **EXTEND THE CYCLE OF POVERTY**.
- Girls who are married young often get pregnant early and face a higher risk of **COMPLICATIONS DURING PREGNANCY AND CHILDBIRTH**.
- The consequences of child marriage lead to **LOST OPPORTUNITIES** for the individual, the community and the country
- When girls start to have their babies early they have **LESS TIME TO LEARN AND DEVELOP**, which may mean they are less able to support their children or contribute to their community.

How can child marriage be prevented?

- Educating girls, their partners, and their families about nutrition
- Promoting maternal nutrition, optimal breastfeeding, complementary feeding, and appropriate foods for children under five
- Educating married girls and their families on water, hygiene, and sanitation, including safe drinking water, hand washing with soap, safe disposal of excreta, and food hygiene
- Ensures women and girls have equal access to land and other productive resources, thereby lifting some of the key resource constraints that perpetuate child marriage.
- Build households' resilience so that they avoid negative coping mechanisms during stress or shocks like child marriage.
- Women's and girls' limited access to land, including legal ownership and inheritance, can both motivate child marriage and exacerbate its effects.

Module 83: Distribution of Food Fairly and Equally and Per Need Among Family Members

OBJECTIVES	To explore the diversity of opinions in regard to commonly held beliefs, expose participants to differing opinions, and give participants an opportunity to reflect on their own attitudes around commonly held beliefs and understand/learn about differences in opinions.
TIME FRAME	45 minutes – 1 hour
PARTICIPANTS	Mixed group
Method/Tool	Vote with your feet,
MATERIALS NEEDED	Bold markers and paper tape. The signs "agree" and "disagree" on a paper. (or written by markers) for communities using colored paper might be applicable i.e "green" for agree and "red" for disagree"
VENUE	VESA/VSLA Meeting Place
Note	Start the session with reflection from participants on their action plans following the previous session!

Introduction

Usually the values held are reflection of the culture and sometimes religious influences. By using value clarification participants will identify the most common reasons of the norms and see if it's possible to see the alternative. The facilitators must play a strong role in probing why a certain norm is deeply held by participants.

Activity Steps:

- Step 1:** Place the agree/disagree cards at opposite ends of the space, so that everyone can see them with enough space for people to be able to move to either side.
- Step 2:** Read one statement. Ask participants to reflect quietly (without discussing with one another) on their own attitude or opinion about the statement, and then move to the card that represents their opinion (agree/disagree).

The value to reflect areas below:

- Women must eat last after ensuring everyone else gets food
- Men need more nutrition as they do all the hard work
- Boys need to grow up to be strong, so they deserve the best food

- Only women are able to cook
- Women must not eat different kinds of food if they are pregnant, menstruating, or widowed
- Women are obliged to fast at several occasions, even if pregnant
- Women must cook food that is preferable for men

Step 3: Once all participants have moved, ask them to discuss with those near them why they have chosen that group if they feel comfortable.

Step 4: Invite participants of each group to share their reason for agreement/disagreement. Ask:

- Would someone care to share with the other group why they are standing where they are?
- How does it feel to be in the group they are in? (Note: the small group may have just one or two people—ask, how does it feel to be in the minority?)

Step 5: After hearing the views of each group, ask the participants if anyone would like to change their place and move to a different card. If participants moving would like to share, the facilitator should explore why they are doing so.

- Remind participants that the objective is not to argue or convince people to change their opinions, but rather to genuinely understand and learn about different opinions.
- Ask participants if they have any question or clarifications about the points raised during the discussion.

Step 6: Use the following reflection questions for a closing discussion:

- Did you learn anything new from this discussion? Any surprises?
- Did this discussion change anyone's understanding of the beliefs and norms?
- What are the advantages of discussing, challenging or changing our beliefs, attitudes or behaviors?
- What are the disadvantages, consequences, or sanctions?
- How could people be helped to challenge the beliefs we discussed and change their behaviors?

NOTE TO THE FACILITATOR

Facilitators should start with easy and safe statements and then move to more sensitive ones. Facilitators should be observant and flexible to decide how much he/she wants to challenge sensitive norms. It is also good to determine when to use this tool depending on the rapport and trust among the group members.

5.8.16 Module 84: Food Taboos on Pregnant Women

OBJECTIVES	To identify food taboos on pregnant women the community To understand how food taboos can put pregnant woman at a greater risk of adverse pregnancy outcomes
TIME FRAME	45 minutes – 1 hour
PARTICIPANTS	Mixed Group
Method/Tool	FGD- EAT THIS and NOT THAT with Food Groups and Picture ⁷²
MATERIALS NEEDED	Flipchart, Markers, Tape and Picture (poster)
VENUE	VESA/VSLA Meeting Place
Note	Start the session with reflection from participants on their action plans following the previous session!

Introduction

Food taboos refer to the restriction of specific foods as a result of social/religious/traditional customs. In many traditional societies, cultural norms and customs govern behaviors including during critical life stages like pregnancy. The nutritional status of women before and during pregnancy can be determined by maternal knowledge, attitudes, and perceptions towards certain foods.

Pregnancy is a particular period when physiological nutrient demands are substantially increased⁷³.

⁷² Adapted From: FDRE Ministry of Health and Ministry of Agriculture and Natural Resources. (2016). *Training on Infant and Young Child Feeding (IYCF) and Nutrition Sensitive Agriculture: Prepared for Health and Agriculture Workers*. P.19.

⁷³ Nnam N. (2015). *Improving maternal nutrition for better pregnancy outcomes*. Department of Home Science, Nutrition and Dietetics, University of Nigeria. Retrieved from <https://www.ncbi.nlm.nih.gov/pubmed/26264457?dopt=Abstract> on May, 2018

To meet this increased nutrient requirement for both the woman and the fetus, a pregnant woman is supposed to increase the amount and quality of foods she consumes. Nevertheless, when misconceptions or food taboos exist, the pregnant woman's ability to meet such increased demands can even be more compromised, hence putting the woman at a greater risk of adverse pregnancy outcomes.

This module will help participants understand the common myths and misconceptions on foods that eat during pregnancy due to lack of knowledge and cultural beliefs among the community members, considering that it will put the woman and her baby at a greater risk of malnutrition and health issues.

Activity Steps:

Step 1: Introduce the session topic – Welcome and greet participants. Tell them that today's discussion is on Nutritional practices during pregnancy to explore the maternal dietary habits, food taboos, and cultural beliefs that can affect nutrition during pregnancy in the community.



















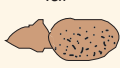




















Step 2: On a piece of flip-chart or on the ground, create pockets or categories labelled:

- A woman alone
- A man alone
- Mother in Law

STEP 3: Show the picture of food groups codes (provide copies of the picture) and ask if participants eat each food in the categories. Let them say "EAT THIS" and "NOT THAT". Remind them that the question is whether such foods are eaten in households in that community in general that it isn't about their particular experience. Inform participants that they can add food types under each category that is commonly available in their community.



For good health eat at least 4 different food groups at every meal

Staples	Legumes/Nuts	Vegetables	Animal Foods	Fats	Fruits
Millet 	Lentils 	Kale 	Egg 	Cooking Oil 	Mango 
Sorghum 	Peas 	Broccoli 	Fish 	Butter 	Papaya 
Maize 	Chick peas 	Carrot 	Beef 	Sesame Seeds 	Avocado 
Teff 	beans 	Orange Sweet Potato 	Lamb 	Pumpkin Seeds 	Banana 
Barley 	Ground Nut 	Pumpkin 	Poultry 	Sunflower Seeds 	Grapes 
Wheat 		Cabbage 	Milk 	Avocado 	Pineapple 
Oats 		Tomatoes 	Yoghurt 		Orange 

Step 4: Now let the “women only”, “men only” and “mother-in-law” groups respond to the following questions in their respective groups. Inform each group to designate a facilitator and a presenter. During presentations, make sure that the women only groups go first followed by mother-in-laws and men only groups – this could enable the women provide answers without being interrupted.

Questions

- What kinds of foods are preferred (commonly consumed by pregnant women) for pregnant women in your family/community?
- What kinds of foods are prohibited for pregnant women in your community? Why?
- What are the reasons that women choose or avoid certain foods during pregnancy?
- Do pregnant women consume extra meal other than the normal during pregnancy? If no, Why don't pregnant women have extra meal during pregnancy?
- How many times in a day do women eat during pregnancy and lactation? How many meals do you think a pregnant woman should eat?
- Write responses on a flip chart.

Step 5: Discuss with the groups:

Bring the separate groups (men, women and mother in-laws) together. Allow each group 5-10 minutes to share their discussion while the other group listens.

Once groups are done with the reflections, facilitate discussion on the following questions.

- What surprised you about the other group's presentation?
- What are the similarities and differences between the three groups' discussions?
- What are the health risks or harms to the pregnant mother and her child if she isn't eating well during her pregnancy?
- Why is it important for pregnant and lactating women to eat diverse foods? How can husbands and family members support pregnant women in getting diversified food and additional meals during pregnancy and during lactation?
- What can be done to avoid food taboos?
- What are the food types you would start promoting for pregnant women to eat if you understand that food taboos limit's pregnant women's dietary diversity?

5.8.17

Module 85: Prelacteals and Children's Nutrition

OBJECTIVES	To identify the common prelacteal feeding practice the community To understand prelacteal associated factors affecting children's nutrition in general and exclusive breast feeding in particular.
TIME FRAME	45 minutes – 1 hour

PARTICIPANTS	Mixed group
Method/Tool	FGD
MATERIALS NEEDED	Flipchart, Markers, Tape
VENUE	VESA/VSLA/HAD/MDA Meeting Place
Note	Start the session with reflection from participants on their action plans following the previous session!

Introduction

Prelacteal feeding is giving liquids or foods other than breast milk prior to the establishment of regular breastfeeding. It deprives the child valuable nutrients, protects colostrum and exposes the newborn to the risk of infection. Practice of prelacteal feeding is a major barrier to exclusive breastfeeding. In Ethiopia, according to the 2011 Ethiopian Demographic and Health Survey (EDHS), 24% of infant deaths are due to poor breastfeeding practices and 27% of children were given prelacteal foods within the first three days of postpartum period.

In Ethiopia, rural residents practice it more commonly than urban residents. prelacteal foods can make the newborn susceptible to infection by interfering with breast milk production. Furthermore, contaminated feeds and utensils used for the introduction of prelacteal foods can cause infection of the newborn especially due to the permeability of the immature neonatal gut lining.

This module will help participants identify the common prelacteal feeding practice in their community and understand associated factors for limited practice of exclusive breast feeding which can be dangerous to the child and may even result in death.

Activity Steps:

Step 1: Introduce the topic and its relevance:

- Welcome and greet participants. Tell them that today the session will be about prelacteal feeding practice and associated factors on child health and nutrition.

Step 2: Divide the VESA/VSLA into three groups:

1. Mothers or future mothers,
 2. Fathers or future fathers, and
 3. Grandmothers and mothers-in-laws.
- Ask each group to nominate a facilitator and a presenter to report back for the entire group on the small group's responses to the below questions.

Let nominated facilitators ask the following questions in their small groups by encouraging people to feel comfortable and share their ideas. Remind them to take note or remember the response by heart

- Who is usually with a woman when she gives birth?
- Who delivers a newborn baby?
- When does the mother get to hold the newborn baby?
- What is given to the baby to eat or drink when it is born? Why? By Whom?
- When does a mother start to breastfeed? Who helps or advises her to breastfeed?
- What happens to the first milk (colostrum)? Do mothers usually give colostrum to their newborn babies or discard it? Why?
- What is the disadvantage of promoting prelacteal practice as part of culture and tradition?

Step 3: Let the small groups come together and the facilitators share the reflections with the entire group. Facilitate discussions on the following questions with the entire group after the presentations.

- Was the response similar?
- Is every prelacteal in the community mentioned? If no, what are those prelacteals which are not mentioned?
- What should be done to promote exclusive breastfeeding and avoid pre-lacteals?

5.8.18 **Module 86: Food Taboos on Children**

OBJECTIVES	To identify food taboos on children in the community To understand how food taboos and Poor nutritional practices especially in early childhood can result in dire consequences in the growth and development of a child.
TIME FRAME	45 minutes – 1 hour
PARTICIPANTS	Mixed Group
Method/Tool	The Story of Damitu and Gebre ⁷⁴
MATERIALS NEEDED	Flipchart, Markers, Tape and Picture (poster)
VENUE	VESA/VSLA Meeting Place
Note	Start the session with reflection from participants on their action plans following the previous session!

⁷⁴ CARE Feed the Future Ethiopia – Livelihoods for Resilience Activity. (2017). *VESA MANUAL*.P.183-191.

Introduction

Malnutrition is one of the leading causes of morbidity and mortality of children in the world. Among the factors determining its high prevalence, cultural norms play a crucial role. Food taboos influence the amount, frequency, and quality of nutrients that children consume. Traditional feeding practices, which restrict or prohibit animal protein foods and other foods for children under weaning age, have been reported from widely separated areas. The indigenous explanation is often that the forbidden foods would cause a very young child to fall sick or die.⁷⁵

Scientific observers and medical personnel who have described these food proscriptions or analyzed their implications in a particular area have emphasized their apparent deleterious effect upon the nutritional status of a particularly vulnerable group, young children aged about six months to three years. Due to the synergism between undernutrition and many infectious diseases, the food proscriptions may contribute to greater morbidity and mortality among young children in populations, which adhere to them.

This module will help participants understand how food taboos and poor nutritional practices especially in early childhood can result in dire consequences in the growth and development of a child.

Activity Steps:

Step 1: Introduce the session topic – Welcome and greet participants. Tell them that today's discussion is on identifying food taboos on children in their community and take them through a process to demystify the influence on the amount, frequency, and quality of nutrients that children consume.

Step 2: Read the story of Damitu and Gebre to participants.

The Story of Damitu and Gebre

Damitu delivered her third child and now he is six months old. Damitu and Gebre also have continued to grow a diversified set of crops—teff, peas, chickpeas, and vegetables. After participating in different VESA/VSLA discussion sessions, they have realized the importance of keeping some of their vegetables and other nutritious foods for household consumption. Damitu and their four-year-old child, Tariku, have started eating nutritious foods like vegetables, peas, chickpea, and they are now much healthier.

Damitu and Gebre have decided that from now on, they will prioritize good nutrition for their family. After they received counseling from the health extension worker during their third childbirth, they realized that their six-month-old baby should begin to eat complementary foods prepared from peas, chickpea, dried meat powder, eggs, fruit and vegetables along with breast milk to be healthy and strong. But Gebre's mother has a different idea.

Step 3: Ask the participants the following questions and facilitate discussion:

⁷⁵ Kira M. Villa Christopher B. Barrett David R. Just (2011). *Whose fast and whose feast: Intra-household symmetries in dietary diversity response among East African pastoralists*. *American Journal of Agricultural Economics* 93(4):1062–81. Retrieved from <https://academic.oup.com/ajae/article-abstract/93/4/1062/208357?redirectedFrom=fulltext> on May, 2018.

- What do you think Ato Gebre's mother is going to say?
- How can Gebre and Damitu respond to Gebre's mother?
- What about in your own homes? Do you know someone like Ato Gebre's mother?
- What kinds of food are prohibited for children as a taboo as a result of culture or beliefs in this community? Why? (Please list the types of food mentioned as taboos).
- Do you think that food taboos on children in your community affects dietary diversity for your children?
- Would you question food taboos on children if you come to learn about other community's child feeding practices includes food types that are regarded taboos in your community?
- Can we use animal source food to enrich our children complementary feed during fasting time? Can it break our fasting?
- Why is it important for children to eat diverse foods? How can husbands and family members support children in getting diversified food during child food preparation?
- What can be done to avoid food taboos on children in your community?

NOTE TO THE FACILITATOR

After 6 months, breast milk cannot meet all of the energy and micronutrient requirements of a baby, so complementary feeding is needed to fill the gap between the nutrient needs of the growing baby and the nutrients provided by breast milk. At 6 months, a baby's digestive system is also mature enough to digest different foods. Finally minced foods will not choke the baby. Food restrictions can affect the nutritional status of a community or a subsection within it. These taboos must be considered a contributing factor to protein-caloric malnutrition during childhood.

5.9 Family Planning



Domain	Description (Ag)	Indicators for (Ag)	Description (Nutrition)	Indicators (Nutrition)
Family Planning	Sole or joint voice on family planning	Decision making on family size and FP methods	Sole or joint voice on family nutrition	The need for Birth Spacing
		Understanding Polygamy's impact on resource distribution & use		Number of family members & HH nutrition

5.9.1 Module 87: Family Size and Polygamy⁷⁶

OBJECTIVES	To explore the community's perception towards family planning in relation to food and nutrition security
TIMEFRAME	1 hour and 30 minutes

⁷⁶ Adapted From: CARE Ethiopia. (2014). *Social Analysis and Action (SAA) for Food Security Programs Facilitation Manual*. P. 34-36

PARTICIPANTS	Mixed group
Method/Tool	Story
MATERIALS NEEDED	Flipchart, idea cards, markers
VENUE	VESA/VSLA Meeting Place
Note	Start the session with reflection from participants on their action plans following the previous session!

Introduction

Although individuals have an interest to use family planning, the majority have not been practicing it due to high social value emphasis on larger family size. In addition, most wives continue to give birth from fear of their husbands taking other wives. There is also total denial of sexual practices among young unmarried girls, divorced and widowed women, whereas men are expected to have sexual relations with a number of partners before getting married to 'prove their man hood'. Men are traditionally identified as initiators of sex where as women are seen as passive participants. Men decide on the sexual and reproductive matters, deciding when, where and how sex takes place. These norms discourage the use of family planning; discouraging women from negotiating for safe sex making them vulnerable to sexual coercion. In addition, the existing social norm has also been discouraging the use of family planning by newly married couples. One of the main contributions of family planning is resource use, especially in terms of food security. Food security mainly relies on family size. Therefore, the purpose of this module is to explore the community's perception towards family planning in relation to food and nutrition security.

Warming up questions

The facilitator can start this module with the following warming up questions.

- How do people feel about using family planning? Is it acceptable? Why? Why not? Has this changed recently?
- Is there a relationship between family size and being food insecure and malnourished? How?
- Is there a relationship between polygamy and being food insecure? How?
- Can being food insecure and malnourished change? Under what circumstances? And what would be the advantage of the change?

Activity Steps:

Step 1: Introduce the topic and its relevance – Welcome and greet participants. Tell them that today we are going to talk about family size and household food security and nutrition.

Step 2: Read the story of Mattios to the participants

Story of Mattios

Mattios is the seventh child of his poor mother. By the time he wanted to get married, his father had already distributed his land to the elders. So Mattios bought a small plot of land near his mother's house and started farming. Now he has three children from a three-year marriage with his wife Shita. The only source of income he has is the small plot of land he owns. When he gets home from farming, he often doesn't find enough food at home while all his children await hungry. He can't sleep because the children are crying all night long. Because of this, his wife always asks him for food and more money, causing strain on the relationship and constant fighting.

As he is fed up from his dire situation at home, Mattios often goes to the local bar to drink with his friends. His friends always advise him to get married to a new wife so that he will never hear his children crying and would be better spending the night with his new wife. But Mattios wonders how he can even manage another household.

He repeatedly sees his wife with the health extension worker but he never knew why she was there. Mattios' wife explains to him that the health extension worker told her to use family planning so as not to be pregnant. She always adamantly tells him that if she got pregnant again, they will suffer further problems. Whenever she raises this idea, they always fight.

But now he has grown increasingly worried about his situation. Mattios begins thinking about how will they pass the dry season coming, arguing with his wife, using family planning and also the pressure from his friends about getting married to a new wife. Shita is also worried about how to feed her family, about not getting pregnant, fear of Mattios getting a new wife and what to do with her children in order to get a salaried work.

Step 3: Ask the following questions:

- What would you do if you were Mattios?
- What would you do if you were Shita?
- What is the men's involvement on family planning in this community? What facilitates their involvement on family planning? What inhibits it?
- What is the practice of polygamy like in this community? Why? How do men feel about it? How do women feel about it?

Step 4: Divide the group into two groups (one only female group and the other only male group). The groups will first discuss the following questions:

- What would you like men to do to support women on family planning?
- What would you like women to do to encourage men to be supportive for family planning?
- What are things that only men or only women can do with respect to family planning?
- What do you find difficult about the use of family planning? Why?
- What do you do to encourage your partner to be supportive on family planning?

5.9.2 Module 88: Decision Making on Family Size and FP Methods

OBJECTIVES	To explore the consequences of social norms and their effect on the lives of individuals (mainly women) when it specifically comes to lack of decision making on family size and FP methods.
TIME FRAME	45 minutes – 1 hour
PARTICIPANTS	Mixed Group
Method/Tool	Who is Affected and How ⁷⁷
MATERIALS NEEDED	Index cards of different colors, flip chart papers, bold markers or sketch pens of different colors, cards, glue or pastes and adhesive tape.
VENUE	VESA/VSLA Meeting Place
Note	Start the session with reflection from participants on their action plans following the previous session!

Introduction

Often, the rules and regulations that guide us and the way they affect us go unnoticed. This tool explores how a specific social practice or behavior impacts an individual's life. While the norms discussed using this tool should be chosen from the gender and power analysis findings.

Pre-prepared cards for the domains to be explored, such as:

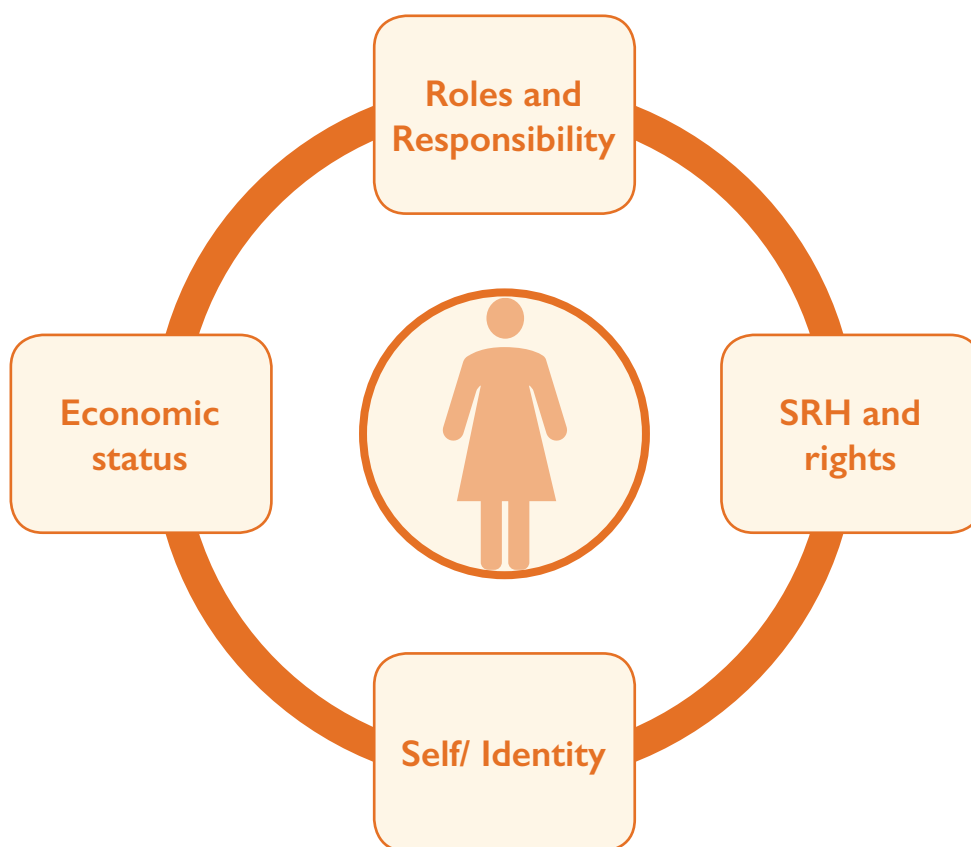
- Roles and responsibilities
- Sexual and reproductive health
- Control over one's body
- Self/identity
- Social status
- Economic status
- Nutritional status
- Mobility
- Negotiation with stakeholders outside the family

⁷⁷ Adapted from: CARE. (2018). *Social Analysis and Action Global Implementation Manual*. P. 50.

- Independence
- Mental wellbeing

Activity Steps:

- Step 1:** Ask the group the below to familiarize you with the idea (or based on previous discussions, ask the groups to reflect on why women are not allowed to make decision on the size of family and FP planning methods)
- Who makes the final decision on the size of family in the house? Is it men or women?
 - Who makes the final decisions whether or not women can take family planning methods in the family, men or women?
- Step 2:** Following the above reflection, Present the group with a diagram with a picture of a woman at the center surrounded by the domains written on cards or with a symbol that should be easily understood by all (see following diagram). It is not necessary to focus on the same domains in every exercise.



- Step 3:** Ask the group to brainstorm about how a woman's life may be impacted because of lack of decision making power on the family size and what family planning method to use. Will

that affect her? If so how? To encourage participants reflect more provide an example of a culture where a woman is not complete if she has not had son and what happened when she keeps on trying to have a son and end up with a number of daughters?

Step 4: Ask participants if son is preferred over daughter in the community and if yes, why? How is this related to women's value? How can it contribute to women's sexual and reproductive health rights?

Ideal reflections such as:-

- Roles and responsibility, she will have more HH burden as she is the only one taking care of the children
- SRH & Rights, her health will be compromised as she keeps on having children within a short period of gap.

Step 5: How does this affect her according to the above domains? As participants respond try to put their response on the domain circle you prepared above.

Step 6: Use the following reflection questions to facilitate a dialogue among participants:

- Does this practice or behavior affect women alone?
- How do these practices or behavior affect men?
- Why are these practices or behavior upheld or continued?
- Who supports or demonstrates that these practices or behavior are acceptable in the community?
- How are these practices or behavior passed on from one generation to the other?
- Is maintaining practice or behavior more important than the impact it has on the person's life?
- Can the norm or practice be changed? Who can help this change?

NOTE TO THE FACILITATOR

- Every gender, social, and power norm has either positive or negative impacts. This tool shows how one norm can influence many aspects of a person's life and how these effects can extend to children, family and society as well.
- This tool can also show how sometimes a norm that is seen to exist to protect or benefit women or men can actually have a number of negative impacts on their lives.

5.9.3 Module 89: Family size and Family's nutrition

OBJECTIVES	To raise awareness about the relationship between family planning and food and nutrition security at the household level To understand how family size can impact the household nutritional status
TIME FRAME	45 minutes – 1 hour
PARTICIPANTS	Mixed Group
Method/Tool	FGD- Pictures and the story of Ato Tibebe and W/o Shita– Managing a large family ⁷⁸
MATERIALS NEEDED	Flipchart, Markers, Tape
VENUE	VESA/VSLA Meeting Place
Note	Start the session with reflection from participants on their action plans following the previous session!

Introduction

Increased family size may adversely affect the nutritional status of every member of the household, including preschool children because it may be associated with decreased per capita human inputs. In other words, the allocation of food per child is likely to decrease with the increase in the number of children, which, in turn, may adversely affect the nutritional status of children. In this module, participants will be able to explore the correlation between family planning and family's nutrition.

Activity Steps:

Activity I – Family Size and family nutrition (illustration-based discussion) (10 mins)

Step 1: Show participants the pictures on the following page.

Step 2: Facilitate discussion on the following questions.

- What do you see in these two pictures?
- What is difference between the two pictures?
- What are the common practice with regard to family size in the community?
- Do you think there is a relationship/connection between family size and being food and nutrition insecure? How?

⁷⁸ CARE Feed the Future Ethiopia – Livelihoods for Resilience Activity. (2017). VESA MANUAL.P.211-215.

- Can a family go from being food/nutrition insecure to food/nutrition secure? How? What about the opposite?
- How do people feel about using family planning? Is it acceptable? Why? Why not? Has this changed recently?



Activity 2 – Story of Ato Tibebu and W/o Shita (10 min)

Step 1: Please read the story of Ato Tibebu and W/o Shita out loud.

Ato Tibebu and W/o Shita– Managing a large family

Ato Tibebu and W/o Shita are former PSNP graduates who are now well-off and successful. But over the years, as their honey production business has started to grow and their income increased, people started commenting on the small number of children they had. Since they could afford it, Tibebu and Shita had more and more children, and they now have eight children from their 13 years of marriage.

However, now, with a family size of 10, and despite all their income, Tibebu and Shita are struggling to take care of all their family's needs. Their two oldest children have passed the college entrance exam, and their daughter is already in university, but now they are struggling to cover costs for their son too—including materials, housing in the city, food, and other costs. They want all their children to be successful in school and graduate from university, but paying for school materials and clothes for all the children, in addition to food and other expenses, is draining their budget.

Tibebu and Shita grow increasingly worried about their ability to give all of their children a good life. Then one day, the health extension worker comes and talks to Shita about family planning and to recommend that she begin using contraception. Shita previously thought that because she had enough money, she didn't need to worry about family planning, but now she starts to think that the health extension worker is probably right. But she is worried about how to talk to Tibebu about it. What will he say?

Step 2: Facilitate discussion on the following questions:

- What would you do if you were W/o Shita?
- What would you do if you were Ato Tibebu?
- What do you learn about the relation between larger family size and food/nutrition security in the story?

Step 3: Ask:

- What is men's involvement on family planning in this community?
- What facilitates men's involvement in family planning?
- What inhibits it?

NOTE TO THE FACILITATOR

Benefits of Family planning for nutrition/food security

- Improves health/well-being of families and communities
 - Mothers and babies are healthier when risky pregnancies are avoided
 - Having more than 4 children makes childbirth more risky
 - After having a child, it is healthier to wait at least 2 years to try to become pregnant again.
 - Extending birth spacing two to three years will help each child to get enough breastfeed and became healthy and strong
 - Mothers become healthy and strong
- Smaller families mean more money and food for each child.
 - Parents have more time to work and to be with family.
- Delaying first pregnancy lets young people stay in school
 - Ideally, young women and men should wait until at least 18 years or have finished their education, and are ready before having children.
- It possible to get sufficient quantity and quality of nutritious foods to meet the needs of their families.
- It reduces the economic burden to teach and having clothes for children

5.9.4 Module 90: Raising Children Well as Per Family Capacity

OBJECTIVES	<p>To explore the major factors for raising children well in the community</p> <p>To reflect on why and how capacity as a result of resources matter in child rearing</p> <p>To help participants realize the relationship between capacity, family size and better future for children</p>
TIME FRAME	1 hour
PARTICIPANTS	Mixed group
Method/Tool	Visioning

MATERIALS NEEDED	Flip chart and markers
VENUE	VESA/VSLA/M2M/F2F Meeting Place
Note	Start the session with reflection from participants on their action plans following the previous session!

Introduction:

In this module, participants will be put their vision to their children and link it to the resources they have to bring it to reality.

Activity Steps:

- Step 1:** Ask each group members about where and how they want to see their children when they became grownups.
- Step 2:** Ask each group members to close their eyes and envision their children's future and show/express it by drawing a picture/ mentioning role models and their characteristics, through the positions they want their kids to have in the society etc.
- Step 3:** Ask each group member to share their vision about their children with others
- Step 4:** Ask them the following questions
- What do you have to do to see your dream come true about your children? Probe with questions around food and nutrition security, education, health, sanitation, early marriage, etc.
 - Who is responsible for that?
 - Who can help with that?
 - With your current capacity; the resources that you have, how many kids you think you can manage to raise and see them become the kids you envision them to be?
 - What happens if the resources that you have are not sufficient for the number of children that you have?
 - What are the challenges?
 - How do we overcome the challenges?

5.9.5 Module 91: The impact of birth spacing for the health and nutritional status of households

OBJECTIVES	<p>To explore the impact of birth spacing for the health and nutritional status of households</p> <p>To let participants share their reactions about birth spacing</p> <p>To understand the social norm around birth spacing in the community</p>
TIME FRAME	1 hour
PARTICIPANTS	Mixed group
Method/Tool	Who is affected and how ⁸³ ? And vote with your feet ⁸⁴
MATERIALS NEEDED	Index cards, Pre prepared cards*, picture of a woman, man and a child, ip chart and markers
VENUE	VESA/VSLA/M2M/F2F Meeting Place
Note	Start the session with reaction from participants on their action plans following the previous session!

- Pre-prepared cards for the domains to be explored, such as:
 - Roles and responsibilities
 - Sexual and reproductive health
 - Social status
 - Economic status
 - Nutritional status
 - Mobility
 - Independence
 - Mental wellbeing
 - Educational Attainment
 - Quality of life
 - Attention and Care

⁷⁹ Adapted from: CARE. (2018). *Social Analysis and Action Global Implementation Manual*. P. 50.

⁸⁰ Adapted from: CARE. (2018). *Social Analysis and Action Global Implementation Manual*. P. 26.

Introduction:

In this module, participants will be discussing about the impact of birth spacing for health and nutritional status of a household especially on children and women using a tool that helps assess who is affected and how.

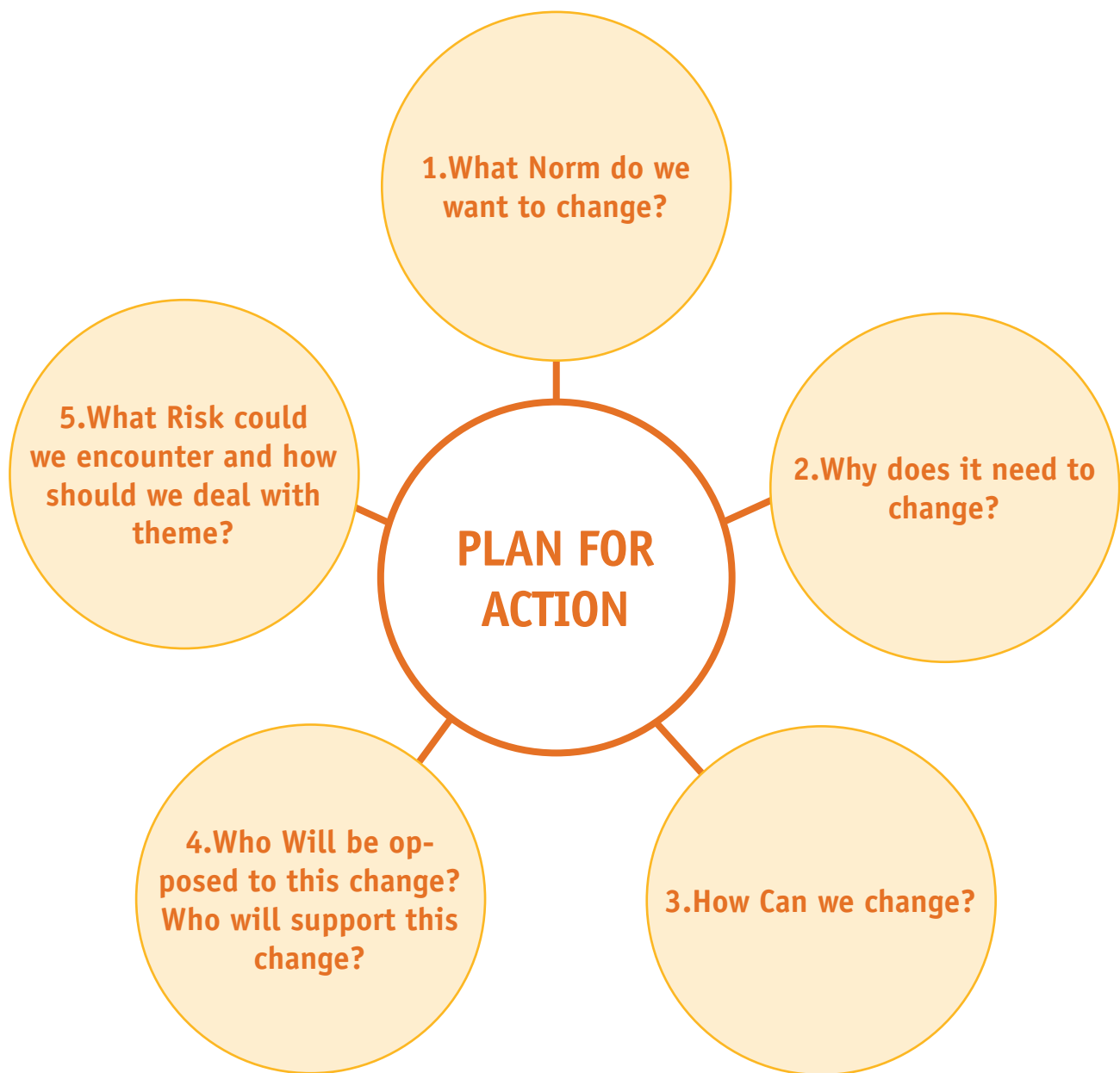
Activity Steps:

- Step 1:** Introduce the tool. Often, the rules and regulations that guide us and the way they affect us go unnoticed. This tool explores how a specific social practice or behavior impacts an individual's life.
- Step 2:** Present the group with a diagram with a picture of a woman, a man and a child at the center surrounded by the domains written on cards or with a symbol that should be easily understood by all.
- Step 3:** Ask the group members to think about shorter birth spacing between children of a certain family. Let them brainstorm about how a woman's, a man's and a child's life may be affected by shorter birth spacing in the different change areas you have on the index cards. Write the responses on flip chart. You can also articulate the areas as questions. See examples below.
- How does shorter birth spacing between children in a family affect children's, mother's and Father's educational attainment?
 - How does shorter birth spacing between children affect children's, mother's and Father's economic status?
 - How does shorter birth spacing between children affect children's, mother's and Father's nutritional status?
- Step 4:** Zoom into nutrition and facilitate the "vote with your feet" exercise. Paste two signs with labels "agree" and "disagree" on the wall/put them on the floor in opposite sides. Inform participants that you will read them statements and they will be taking a stand by going to the "Agree" or "Disagree" spots. After each statement, take a minute to hear from volunteer on why they stood where they are.

The Statements

- It is important that a woman give birth to her babies one after the other
- Birth spacing would help a child get undivided attention and love from parents
- Birth spacing would enable a child to enjoy exclusive breastfeeding for himself/herself
- It is economically viable for parents to have kids in same age range

- A household with children with at least 3 years gap in between exercise better infant and young child feeding practices
- A mother would have better access to nutritious food during pregnancy and after birth if there is an age gap of at least 3 years between her kids
- Birth spacing causes age difference hence it is not good for siblings
- Women's career/productive engagement will be constrained by number of their children in same age range
- Birth spacing help healthy and loving relationships between husband and wife



5.10.1 Module 92: Closing and action planning⁸¹ session for all modules

After going through each steps of the module, the Facilitator asks if the participants have any questions. After providing answers/feedback to the questions, the facilitator discusses the following points with the group:

- **Closing Circle:** The Facilitator asks the participants to form a circle and state one new thing they learned today about the topic under discussion. Following the learning sharing, the facilitator probe more to let participants state the gender and social norms that are discussed in this particular module.
- **Important Reminder:** While reminding participants (while they are in their closing circle) that personal stories and experiences shared during the dialogue should be kept within the group, encourage participants to share issues discussed and lessons learnt with their family and friends; if they feel comfortable doing so. Also, ask participants to remember some of the challenges discussed during the session and how they think they can deal with them.
- **Action Plan:** Ask participants to go back to their seats for the action planning exercise. The facilitator asks the following questions and take note of the answers.
 - What norm do we want to change? (write all mentioned for later prioritization)
 - Why does it need to change?
 - How can we change it?
 - Who will be opposed to this change? Who will support this change?
 - What risks could we encounter and how should we deal with them?
- **Action Plan template:** the facilitator uses the following action planning template and help participants respond to all the questions in a way guide them into action planning.

⁸¹ Adapted from: CARE. (2018). *Social Analysis and Action Global Implementation Manual*. P. 13-14.

Priorities	Entry Points	Actions	Logistics
<ul style="list-style-type: none"> Of the social and gender norms identified in this module, which one do you want to tackle? It's preferable if norms or taboos that are most common among the groups is set for an action to be challenged. 	<ul style="list-style-type: none"> Which stakeholders should be approached? Who from the community will lead the process? Where will the planned activities occur? This includes the geographic location as well as the physical location within communities (i.e. in a household at a health center, during a community-level meeting, etc.) 	<ul style="list-style-type: none"> What will be the guiding strategy advocacy and campaign or livelihood generation etc., Or mix of several actions? 	<ul style="list-style-type: none"> Who will implement and when? Will the intervention be immediate, short-term, or long-term? Is capacity building and support needed? Who will mobilize resources and how? What risks are involved as it challenges gender and social norms and values?

- The Facilitator must document the agreed action plan in a written form and take measures on stated capacity building needs of participants.
- Next Meeting:** The Facilitator announces the date of the next training topic and meeting.
- Ending:** The Facilitator thanks the participants for their participation and closes the meeting/training session.



6

Monitoring, Evaluation, and Learning for SAA

6. Monitoring, Evaluation, and Learning for SAA ⁸²

6.1 Introduction to Monitoring, Evaluation and Learning for SAA

In this section of the manual, staff implementing SAA will find guidance on gender and power analysis, important aspects to monitor throughout the process of implementation, and what methods and tools can be used to monitor and evaluate changes most effectively – including cross-cutting and sector-specific indicators.

6.1.1 Gender and Power Analysis for SAA

This guidance on gender and power analysis for SAA is grounded in CARE's Good Practices Framework for Gender Analysis as it is a systematic attempt to identify key issues contributing to gender, social and power inequalities, many of which also contribute to poor development outcomes. Gender and power analysis for SAA aims to collect, identify, examine, and analyze information on the different power-holders, norms, networks, and roles of men and women. While understanding differences between men and women is important, examining diversity among groups of women, men, boys and girls is also critical. Key gender and power analysis research questions relevant for most programs using SAA include the following:

- What are the examples of individuals' or groups rights' being denied in this context? How do unequal gender and power relations, including subordination and exclusion, influence rights denials? How do these rights abuses relate with other areas of discrimination – based on ethnicity, class, age, disability, tribe, religion, etc.?
- How do gender inequalities affect the achievement of sustainable results? For example, if the project's goal is "increased productivity among female smallholder farmers", then gender norms in household divisions of labor and workloads may greatly influence production outcomes.
- How will proposed results affect the relative status of men and women? Will it exacerbate or reduce inequalities?

These questions can be explored in three phases:

1. Context analysis: program teams seek to understand the broader context in which to ground our understanding of gender and power norms and relations.
2. Inquiry: teams collect primary qualitative data using participatory tools for a deeper understanding of the characteristics and conditions of gender relations, cutting across the three

⁸² Adapted from: CARE. (2018). *Social Analysis and Action Global Implementation Manual*. Pp. 60-66

domains of CARE's Gender Equality Framework: agency, structures and relations.

3. Analyzing and prioritizing issues: Programmers and communities should examine both the key norms that affect women's and men's well-being as well as the needed transformation of structures and relations to pursue gender equality.

Using the key research questions, programs implementing SAA can tailor the following areas of inquiry to the sector focus of their program and local context:

- Power-holders and marginalized groups
- Networks and social capital
- Gendered division of labor
- Household decision-making
- Claiming rights and meaningful participation in public decision-making
- Control over productive assets
- Access to and control over non-productive assets, such as food
- Access to public spaces and services
- Control over one's body (i.e. bodily integrity)
- Violence and restorative justice
- Aspirations for oneself
- Determining family size

6.1.2 What should I monitor and evaluate?

The changes that SAA aims to facilitate are ambitious and ambiguous, typically take a long time, and are rarely linear. A responsive MEL system is therefore needed which recognizes change as a process instead of an endpoint. This means MEL systems used to measure changes through SAA must document and learn from incremental changes towards the larger goals.

The following provides a short description of key components of SAA MEL. For more extensive guidance on the processes, methodologies, and indicators presented below, refer to CARE's "Monitoring, Evaluation, and Learning Framework for Social Analysis & Action".

Quality and efficacy of implementation

As SAA requires a commitment to quality implementation - particularly advanced facilitation skills, staff commitment to gender equality and regular reflective practice - programs employing SAA must also monitor the quality of SAA's implementation. This should include tracking the progress of an initiative and monitoring the success of reflective dialogues.

Monitoring and evaluating throughout the SAA process

Monitoring should occur in each stage of the SAA process. Not all programs will have the resources and ability to answer all of the questions listed below, but it is recommended that all programs implementing SAA monitor and evaluate at least one aspect of the first four steps in the SAA process cycle.

1. What do we want to know about staff transformation?

- How often does staff meet to practice reflective dialogue?
- What are the issues they reflect upon?
- How are staff perceptions about gender equality, power structures, empowerment, and SAA interventions changing?
- How are staff facilitation skills progressing?
- How are staff interactions with communities changing?
- Are there any negative consequences observed that are due to Staff Transformation activities – either within staff or communities' participation in gender and power analysis?

2. What do we want to know about reflecting with communities?

- Which community groups are included in the reflection and how often do they meet?
- How are community members' perceptions and understanding of gender equality, power structures and empowerment changing?
- Are community members' motivations to challenge inequitable norms changing?
- Are there changes in agency, relations, and structures occurring because of SAA?
- Are there any negative consequences observed as a result of critical reflective dialogues?

3. What do we want to know about planning for action?

- Have groups participated in SAA created action plans?
- Are these action plans addressing the gender, social, and power norms surfaced through reflective dialogues? If so, are the planned actions helpful or harmful (i.e. do they further marginalize or stigmatize community members)?
- Are the action plans shared across gender groups and different community groups?
- Are these action plans promoting the rights and/or addressing the needs of vulnerable groups?
- Do community-led action plans call for the participation of women and girls?
- Are there any negative consequences observed as a result of planning for action?

4. What do we want to know about the implement plans phase?

- What types of collective action have taken place due to communities' participation in SAA?
- How frequent are these actions?

- How effective are these actions?
- Are there changes in agency, relations and structures because of collective actions driven by SAA?
- How are these actions supporting a social norm change?
- Are there changes in sector-based outcomes due to these actions?
- Are the community members able to speak out about the changed behavior in public?
- Are there any negative consequences as a result of SAA groups' actions while Implementing Plans?

6.1.3 How Can I Monitor and Evaluate Changes Facilitated By SAA?

Before choosing your approach and methods for SAA MEL, understanding and utilizing the 'Do No Harm' Framework is an important first step given that SAA involves dialogue and debate around sensitive issues. CARE's guidance for GBV Monitoring and Mitigation with non-GBV Focused Sectoral Programs provides guidance. This section provides suggested approaches for monitoring and evaluating changes brought about through SAA.

SAA MEL for quality of implementation

It is important to assess how activities are implemented. Many programs rely on community-level facilitators or partners to implement SAA dialogues who require knowledge and advanced facilitation skills. It is therefore important to invest in these workers' and volunteers' capacity through training and mentoring. The following tools combine mentoring and monitoring:

- Quality Improvement and Verification Checklist provides a detailed check of development workers' performance for monitoring and improving their performance.
- Supportive Supervision/Mentoring & Monitoring for Community Infant and Young Child Feeding provides guidance for supervisors to mentor community-level workers as a part of routine monitoring activities. While the resource is written for maternal and child health and nutrition programs the components of facilitation skills and mentoring workers is relevant across sectors.

SAA MEL for efficacy of implementation: understanding and measuring change

Programs can use one or more of the following approaches and tools together or separately to understand changes in gender, social and power norms addressed in SAA dialogues.

- Outcome Mapping (OM): is a participatory method for planning, monitoring and evaluation focused on changes in behavior of those with whom the project or program works. It is oriented towards social & organizational learning and adaptive management. As a planning tool, OM will help in clarifying knowledge and intentions and the planning will set us up for frequent monitoring which will lead us to evaluating our achievements. The OM methodology is found efficient in setting and monitoring progress markers. Monitoring the gender progress markers is an important complement to the other monitoring tools because they focus specifically on

the intangible and harder-to-measure changes taking place in the household and in gender behaviors at the community level.

- SAA tools for comparison across groups and time: many of the tools found in (**section 4**) of this manual can also be utilized to monitor changes in perceptions, attitudes, and behaviors over time. By using a tool at the beginning, middle and end of implementation, program teams can reflect on the changes in dialogues, reactions by participants, or simply the rate and strength of participation by different sub-groups within the dialogue.
- SASA! Outcome Tracking Tool ranks the degree of resistance or acceptance of norms by community members. The tool's sections, which can be used separately or as a whole, are organized into SASA! Outcome areas: knowledge, attitude, skills, and behaviors.
- Knowledge, Attitude and Practice (KAP) Surveys generate quantitative and qualitative information. KAP surveys reveal misconceptions or misunderstandings that may represent obstacles to activities and potential barriers to behavior change. Note that a KAP survey reveals what was said, not what was done.
- Most Significant Change (MSC) is used to collect stories from program participants to explore change brought about by the program. The 10-step process requires teams to define the domains of change to analyze with the most significant stories being filtered up from field staff to management teams.

SAA MEL for staff transformation

As staff transformation towards becoming active gender champions is the basis upon which SAA is built, it is important to understand and document changes in staffs' experience, perceptions, and action. A note of caution: as some discussions with staff may be personal, reporting and sharing documentation can become a challenge for creating and maintaining safe spaces. Therefore, it is important that the monitoring and evaluation methodologies are discussed and agreed on with participating staff. Many techniques described above can be used to monitor and evaluate staff transformation along with the following:

- Staff perceptions of empowerment and related interventions: using semi-structured interviews, teams can probe how staff and partners view empowerment, capture events and changes in the project that could explain changes reported, and identify CARE's role in bringing about these changes.
- Reflective Practice: to think critically as a group about how a project is progressing, or another priority issue, and brainstorm steps to take that may be necessary to improve impact or catalyze positive change. This can be done on a quarterly basis to document learning and appropriate actions taken by management to adjust implementation where necessary.

6.2 Indicators for Measuring Change

SAA is not a standalone intervention and should be integrated into programs with sector-specific goals and impact-level indicators. Therefore, SAA should be viewed as a means to an end, a process that produces intermediate-level outcomes that contribute to higher-level goals. This means that the most appropriate indicators for monitoring and evaluating SAA are outcome-level. Many of the indicators below are adapted from CARE's WE-MEASR (Women's Empowerment – Multidimensional Evaluation of Agency, Social Capital and Relations), a set of tested and verified quantitative measures designed to measure women's empowerment in the three domains of CARE's Gender Equality Framework. As noted below, the suggested WE-MEASR indicators are subscales within the larger framework and not one single indicator. Other indicators align with CARE's 2020 Program Strategy Global Indicators and Supplementary Indicators, CARE's VOICES tool, and the Pathways to Empowerment MEL framework. Guidance on the use of the Global and Supplementary Indicators can be found on the CARE Global MEL page.

In line with the Do No Harm framework, all programs employing SAA should monitor and evaluate changes related to GBV. CARE's guidance for GBV Monitoring and Mitigation with non-GBV Focused Sectoral Programs should be referenced for MEL tools, processes, and guidance. Thus, in the table below that provides crosscutting indicators applicable to all of CARE's sectoral programming, GBV is listed as a crosscutting issue in all domains of change. This table of crosscutting indicators urges programs to think of issues related to women's empowerment without a sector-specific focus. For instance, mobility as a true expression of women's empowerment does not only relate to women's ability to seek health services but also markets, job opportunities, education, and public spaces for governance.

As the pathway to change facilitated by SAA is non-linear, the suggested indicators do not map any simple one-to-one relationship to the three domains of change. Each indicator reflects multiple changes that cut across the three dimensions of CARE's Gender Equality Framework. Therefore, programs will most successfully monitor and evaluate SAA if indicators are chosen from agency, relations, and structures domains.

Finally, programs should only choose indicators that are relevant to the gender and power analysis findings and the gender, social and power norms that they are challenging through SAA dialogues. A full table with sector-specific indicators for each of the three domains can be found in the Monitoring, Evaluation, and Learning Framework for SAA. Indicators for the FNS and Women's Economic Empowerment (WEE) sectors (given WEE is one pillar of FNS), Cross Cutting indicators, and Indicators for immediate outcomes of the SAA process cycle steps are presented below.

FNS and WEE Sectors Intermediate Outcome Indicators for Measuring Changes in Agency, Relations and Structure

Domain of Change	Sector-Specific Indicator	
	Food & Nutrition Security (FNS)	Women's Economic Empowerment (WEE)
Increasing Agency	Decision Making	
	% of women farmers with access to, control over, or ownership of a core set of productive resources, assets, and services (FNS Supplementary Indicator #3)	# and % of women who report they are able to equally participate in household financial decision-making (WEE Indicator #17)
	Access to and Control over Resources	
	% of women farmers with access to, control over, or ownership of a core set of productive resources, assets, and services (FNS Supplementary indicator #3)	# and % of women who are active users of financial services (disaggregated by informal and formal services) (WEE Indicator #16)
	% of women with savings (Pathways to Empowerment)	Number and value of loans to small producers, disaggregated by sex ⁸³
	Self-Efficacy: Knowledge, Skills, and Confidence	
	% of individuals who report confidence in their own negotiation and communication skills (SAAD) (GWEV Supplementary Indicator #4, shared with FNS, WEE)	% of individuals who report confidence in their own negotiation and communication skills (SAAD) (GWEV Supplementary Indicator, shared with FNS, WEE)
	# and % of women and men reporting net income increase per day; and US\$ value of increase (WEE Supplementary Indicator #1)	US\$ value of net income increase per day (SADD); [from selling product or service, from formal/informal employment]; [plus calculation of gender pay gap] (WEE Supplementary Indicator, shared with FNS)
	# of women who have increased capability to perform economic activity (WEE Supplementary Indicator)	# of women who have increased capability to perform economic activity (WEE Supplementary Indicator #2)
	# of women who own or control productive asset (including land) /technology and have the skills to use them productively (WEE Supplementary Indicator #3, shared with FNS)	# of women who own or control productive asset (including land) / technology and have the skills to use them productively (WEE Supplementary Indicator #3, shared with FNS)

⁸³ USAID. "Gender Training Materials: Integrating gender into Economic Growth and Environmental Programs & Analysis" Annex 3. "Gender Sensitive Indicators for Economic Growth/Trade-Related Activities." March, 2007. http://pdf.usaid.gov/pdf_docs/pnad351.pdf

Strengthening Relations	Quality of relationships with spouse and within family, including access to and control over resources	
	Dietary diversity of women and children under 5 in relation to men in the household ⁸⁴	Share of men's and women's expenditures in healthcare, education and children's expenses ⁸⁵
	Men's knowledge and accountability for health and nutrition outcomes ⁸⁶	
	Quantitative change in hours of household labor by time and task allocation for rural producers, disaggregated by sex ⁸⁷	Average total # and proportion of weekly hours spent on unpaid domestic and care work, by sex, age and location (for individuals 15 years and above) (GEWV Supplementary Indicator #1)
	Equitable household negotiation processes for use and control of quality land ⁸⁸	
	% of respondents who hold a joint land title ⁸⁹	
	Increased Social Capital (Bonding, Bridging)	
	% of individuals reporting they can rely on a community member in times of need; SADD (GEWV Supplementary Indicator #6)	Number/percent of women Involved in local trade associations ⁹⁰

⁸⁴ Hillenbrand, Emily, et al. "Measuring gender-transformative change: A review of literature and promising practices." (2015). https://cgspace.cgiar.org/bitstream/handle/10568/76514/Measuring-Gender-Transformative-Change_AAS-Working-Paper.pdf?sequence=1

⁸⁵ Ibid

⁸⁶ Helen Keller International and [Save] Save the Children. 2010. "Nobo Jibon baseline follow-up and VAW survey." Dhaka: Save the Children and Helen Keller International Bangladesh.

⁸⁷ USAID. "Gender Training Materials: Integrating gender into Economic Growth and Environmental Programs & Analysis" Annex 3. "Gender Sensitive Indicators for Economic Growth/Trade-Related Activities." March. 2007. http://pdf.usaid.gov/pdf_docs/pnadz351.pdf

⁸⁸ Hillenbrand, Emily, et al. "Measuring gender-transformative change: A review of literature and promising practices." (2015). https://cgspace.cgiar.org/bitstream/handle/10568/76514/Measuring-Gender-Transformative-Change_AAS-Working-Paper.pdf?sequence=1

⁸⁹ MEASURE Evaluation. "Family Planning and Reproductive Health Indicators Database." https://www.measureevaluation.org/prh/rh_indicators/mens-health/me/percent-of-men-who-support-the-use-of-modern

⁹⁰ Hillenbrand, Emily, et al. "Measuring gender-transformative change: A review of literature and promising practices." (2015). https://cgspace.cgiar.org/bitstream/handle/10568/76514/Measuring-Gender-Transformative-Change_AAS-Working-Paper.pdf?sequence=1

Transforming Structures	Gender Norms: Perceptions and Attitudes	
	Attitudes toward women's control over land ⁹¹	#and % of women and men who are aware of/understand gender barriers at workplace (WEE Supplementary Indicator #5)
	Number/percent of respondents who recognize equal value of care work and subsistence work ⁹²	Cultural restrictions on the nature of women's (and men's) professions ⁹³
	Average # of hours spent on paid and unpaid work (or income-producing work and non-productive work) (SADD) ⁹⁴	
	Community-level Structures	
	Number/percent of respondents that report that exercising land rights does not require consultation or approval beyond what is asked of men ⁹⁵	Number/percent of leadership positions in economic collectives, cooperatives held by women
	% women with access to agricultural extension services in last 12 months (Pathways to Empowerment)	% of business community members display perception that women can negotiate effectively ⁹⁶

Cross-Cutting indicators for measuring changes in agency, relations and structures

Domain of Change	Cross-cutting Indicator
	GBV Proportion of respondents that reject intimate partner violence (Global Change Indicator #10 for LFFV; WE-MEASR sub-scale)

⁹¹ Hillenbrand, Emily, et al. "Measuring gender-transformative change: A review of literature and promising practices." (2015). https://cgspace.cgiar.org/bitstream/handle/10568/76514/Measuring-Gender-Transformative-Change_AAS-Working-Paper.pdf?sequence=1

⁹² "Indicators and a Monitoring Framework: Launching a data revolution for the Sustainable Development Goals." Accessed at: <http://indicators.report/indicators/i-42/>

⁹³ Alsop R. Bertelsen M and Holland J. 2006. Empowerment in practice: From analysis to implementation. Washington, DC: World Bank.

⁹⁴ "Indicators and a Monitoring Framework: Launching a data revolution for the Sustainable Development Goals" <http://indicators.report/indicators/i-42/>

⁹⁵ Hannay L and Scalise E. 2014. "Securing women's land tenure in Northern Uganda: An empowerment approach." Annual World Bank Conference on Land Rights and Poverty. Washington, DC: Landesa.

⁹⁶ Hillenbrand, Emily, et al. "Measuring gender-transformative change: A review of literature and promising practices." (2015). https://cgspace.cgiar.org/bitstream/handle/10568/76514/Measuring-Gender-Transformative-Change_AAS-Working-Paper.pdf?sequence=1

	Decision making
	Participation of women in household decision-making index ⁹⁷
	Access to and control over resources
	# and % of women and men who own or control productive asset (including land)/ technology and have the skills to use them productively (WEE Supplementary Indicator #3, shared with FNS)
	Mobility
	% of respondents scoring high mobility of the Female Mobility Scale (WE-MEASR sub-scale)
	Self-efficacy: knowledge, skills, and confidence
	% of individual reporting high self-efficacy (GEWV Supplementary Indicator #2)
	% of individuals who report confidence in their own negotiation and communication skills (SAAD) (GWEV Supplementary Indicator #4, shared with FNS, WEE)
	Participation in the public sphere
	% respondents confident speaking about gender and other community issues at the local level (Pathways to Empowerment)
	Participation in collective action (WE-MEASR sub-scale)
	Self-efficacy to speak out in community meeting/attend community meeting (WE-MEASR sub-scale)
	Self-efficacy for participation at community meetings (VOICES subscale)

⁹⁷ "MEASURE Evaluation's Family Planning and Reproductive Health Indicators Database." Accessed from: https://www.measureevaluation.org/prh/rh_indicators/gender/wgse/participation-of-women-in-household-decision

Strengthening Relations	GBV
	% of ever-partnered women and girls aged 15 years and older subjected to physical, sexual or psychological violence by a current or former intimate partner, in the last 12 months (LFFV Indicator #11)
	% of women and girls aged 15 years and older subjected to sexual violence by persons other than an intimate partner, in the last 12 months (LFFV Indicator #12)
	Proportion of people who agree that rape can take place between a man and woman who are married ⁹⁸
	Quality of relationships with spouse and within family, including access to and control over resources
	Percent of women who mainly decide how their own income will be used ⁹⁹
	Average total # and proportion of weekly hours spent on unpaid domestic and care work, by sex, age and location (for individuals 15 years and above) (GEWV Supplementary Indicator #1, shared with WEE)
	Number/percent of respondents who (report they) want their daughters to finish school before marriage ¹⁰⁰
	Increased social capital (bonding, bridging)
	Social cohesion (VOICES subscale)
	% of individuals reporting they can rely on a community member in times of need (GEWV Supplementary Indicator #6)

⁹⁸ Bloom, S. "Violence Against Women and Girls: A compendium of Monitoring & Evaluation Indicators". USAID. 2008.

⁹⁹ "MEASURE Evaluation's Family Planning and Reproductive Health Indicators Database." Accessed from: https://www.measureevaluation.org/prh/rh_indicators/gender/wase/percent-of-women-who-mainly-decide-how-their-own

¹⁰⁰ Malhotra A, Schuler SR and Boender C. 2002. "Measuring women's empowerment as a variable in international development." Background Paper Prepared for the World Bank Workshop on Poverty and Gender: New

Transforming Structures	GBV
	Rates of abuse, assault and harassment against women in public spaces ¹⁰¹
	Proportion of people who would assist a woman being beaten by her husband or partner ¹⁰²
	Gender norms: perceptions and attitudes
	% of respondents who report gender equitable attitudes (GEM Scale) (GWEV Supplementary Indicator #5)
	Community-level structures
	Score of influence in community decision-making processes ¹⁰³
	% women holding leadership positions in formal and informal groups (Pathways to Empowerment)
	% of women reporting their sex as a barrier to participation in local groups or forums (Pathways to Empowerment)
	Service providers
	% women reporting satisfaction with extension services (Pathways to Empowerment)
	Collective efficacy
	% of individuals reporting high certainty that they could work collectively with others in the community to achieve a common goal; SAAD (GEVW Supplementary Indicator #7)

Indicators for immediate outcomes of the SAA process cycle steps

SAA Process Cycle Steps	Immediate Outcome	Indicator	Source
Staff transformation	Staff become active champions of gender equality	% Of staff trained in SAA who (report they) discuss gender norms with other staff and family members on a regular basis	None (not yet validated)

¹⁰¹ Golla et al. "Understanding and Measuring Women's Economic Empowerment: Definition, Framework and Indicators". 2011. Available at <https://www.icrw.org/wp-content/uploads/2016/10/Understanding-measuring-womens-economic-empowerment.pdf>

¹⁰² Bloom, S. "Violence Against Women and Girls: A compendium of Monitoring & Evaluation Indicators". USAID. 2008.

¹⁰³ Alsop R and Heinson N. 2005. "Measuring empowerment in practice: Strengthening analysis and framing indicators." World Bank Policy Research Working Paper 3510. Washington, DC: World Bank.

Re ect with communities	Individuals' and communities' consciousness and motivation increased to change inequitable gender, social and power norms	% of respondents who report gender equitable attitudes (GEM Scale) (GWEV Supplementary Indicator #5)	WE-MEASR adapted this indicator from: Pulerwitz, J., & Barker, G. (2008). Measuring attitudes toward gender norms among young men in Brazil: Development and psychometric evaluation of the GEM scale. Men and Masculinities, 10, 322-338.
		% of respondents who say they want to improve attitudes towards women in their community	None (not yet validated)
Plan for action	Increased collective ef cacy	% of individuals reporting that they could work collectively with others in the community to achieve a common goal; SADD (GEWV Supplementary Indicator #7)	Adapted from multiple sources of measures looking at social cohesions and collective ef cacy, including the collective ef cacy and collective action subscales of WEMEASR
Action	Increased community activism to maintain positive changes in social and gender norms	% of respondents that report participating in collective action	Adapted from VOICES ¹⁰⁴

¹⁰⁴ CARE USA. (2014). "Women's Voices in Open, Inclusive Communities and Effective Spaces (Women's VOICES): A tool to measure governance outcomes in sexual, reproductive and maternal health programs." Atlanta, GA: Author. Accessed at: http://familyplanning.care2share.wikispaces.net/le/view/Women%27s_VOICES_Final.pdf

7

ANNEXES

Annexs

Annex 1: The Process of Manual Compilation and Development

a. Analysis of SAA and Gender Dialogues

As part of the hybrid model development for the different and interrelated domains of change in agriculture (gender, nutrition, market, finance and resilience), the Pathways to Empowerment program undertook analysis of the two approaches being used particularly for gender transformative changes in FNS programming. These two approaches are SAA and Gender Dialogues and while the former is a tested approach in many country of ces including in Ethiopia, the later was implemented in the other Pathways country of ces. Dialogue is central to both the approaches and both helped bring about gender transformative changes. Among other things, the analysis helped reach at the following three major conclusion:

- The SAA is a strong, tested approach that emphasizes social norm transformation.
- As the SAA approach bundles gender among other social factors (age, race, power etc.) that influence sexual and reproductive health; provided that it was first introduced in SRH programming, it can use the gender dialogue approach to put an emphasis on gender transformation in FNS programming.
- Gender dialogues are tailored to the agricultural seasonal calendar which shows the relevance of seeing seasonal activities with a gender lens. These seasonal activities touch upon the different domains of change in agriculture as production and productivity, marketing, access to finance etc. Accordingly the SAA approach can best serve the FNS sector by re-orienting the tools and developing new ones for identified domains of change in FNS.

b. Consultation with the Program Quality and Learning Unit (PQL)

The Pathways program shared the approach analysis notes with the PQL unit followed by discussions. Pathways proposal to develop SAA manual in FNS that serves the country of ce, governmental and non-governmental partners got accepted for the following reasons.

- There was no standard SAA manual in FNS that can be used to provide TOTs for CARE Ethiopia staff from the FNS sector/portfolio that TOTs were based on the Global SAA Manual for SRH.
- The need to make gender resources available for government partners particularly the Ministry of Agriculture and Livestock (MoAL), Sector Agencies and other Stakeholders for scale and sustainability of gender transformative approaches in the FNS sector.
- The 2014 SAA for Food Security Programs Facilitation Manual developed by the GRAD I and FSF projects put major emphasis on food security over nutrition security and that there is a need for including more modules/tools per standard, and context specific (emerging) women empowerment in agriculture domains of change.
- There is a need for a context specific manual to implement the global guidance on SAA's application in different sectors.

c. Team Formation

Following the consensus between Pathways and the PQL, Gender and Nutrition professionals from CARE Ethiopia from the FNS portfolio and PQL were invited to take part in this manual compilation and development work. A team of five people (four women and one man) whose names are indicated in the acknowledgement section actively participated in this manual compilation and development with Pathways on the team leading role.

d. Domains Approval

The Pathways gender approaches analysis proposed the use of five domains and respective indicators of Women's Empowerment in Agriculture (decisions about agricultural production, access to and decision-making power over productive resources, control over use of income, leadership in the community, and time use) as stated in the 2012 Women's Empowerment in Agriculture Index (WEAI) that was launched by IFPRI, Oxford Poverty and Human Development Initiative (OPHI), and USAID's Feed the Future. The WEAI is proposed as it is the first comprehensive and standardized measure to directly capture women's empowerment and inclusion levels in the agricultural sector. Also two more domains (GBV and HTP Prevention and Support, and Family Planning) were included based on CARE Ethiopia's SAA minimum Standards. Later, the team's reflections on practical experience resulted in two additional domains (Women as farmers, and gender for introductory session). Another major suggestion was that any agreed upon domain will have a custom indicator for nutrition. Accordingly, agreement was reached for the module compilations and development to be as per the aforementioned nine domains of change and respective indicators which will finally contribute to CARE's Women's Empowerment Index (WEI) which was adapted from IFPRI's Women's Empowerment in Agriculture Index and CARE's global indicators for FNS.

The idea of compiling and developing SAA training modules per indicators of the nine domains of change for women empowerment in agriculture is inspired by the Outcome Mapping theory that promotes envisioning the change communities would love to see and the progressive steps that comprise the causal pathway to get there. By unpacking the domains of change through indicators, we are envisioning the change we love to see. By preparing a module/modules for an indicator to promote the behavior change we aspire to instigate through our programs, we are clearly envisioning the small steps we will need to take.

e. Tools/Modules Recommendation

Once the team finalized domains selection, weekly meetings commenced. Each member of the team suggested indicators for a particular domain, forwarded the reference manual/document to the team leader prior to the meeting and the team leader worked on it to integrate it in the manual as modules for the particular "domain of the week" to present it to team members during the meeting. Team members were also involved in finding reference materials and writing sections into modules for this manual. The meeting was also used to revise some of the indicators for a particular domain and add new ones as found important by team members. Of the 92 modules of this manual, 62 are adapted from existing resources.

f. New Modules development

This manual constitutes 30 new modules developed by team members. For some of the indicators that we couldn't find existing training material for, team members were assigned to work on modules on issues per their respective expertise. Accordingly, while most of the new modules for the gender in agriculture were developed by gender professionals, most of the gender in nutrition modules were developed by nutrition professionals. However, the weekly meeting helped all team members to share comments and feedback with one another which resulted in giving the current content form to each modules.

g. Piloting modules of the SAA in FNS manual

Most modules in this manual are taken from training materials already in use hence piloting the entire manual wasn't part of the plan. This manual served a role of bringing modules important to the women empowerment in agriculture domains of change together. As there are also new modules and some other modules are reframed, we have pilot tested few modules through two programs; Pathways and GROW. The Pathways program provided SAA in FNS training for 32 experts (gender, agriculture and nutrition) of the Ministry of Agriculture and Livestock (MoAL) from June 20-22, 2018 in Adama, Ethiopia. Ten modules were used, and the feedback was very positive as participants found the modules engaging, informative, and challenging. They further remarked that this particular training was different from other trainings they have taken before as they weren't being lectured but instead actively participating in the learning process. They specifically found the "But Why" tool used for the module: "Access to Agriculture and Health Extension Services" effective and context relevant for exploring the underlying issues in women's access to agricultural extension advisory services and perception of women as farmers. The GROW Program provided SAA in FNS ToT for GROW staff from June 11-14, 2018 in Addis Ababa, Ethiopia. During the training two modules were used. The GROW program went beyond training and compiled its own training material, selecting 22 modules of this manual and translating them into Amharic and Oromifa languages. The GROW team found this manual very helpful for FNS projects with SAA as an approach for gender and social norm barriers transformation. The availability of a comprehensive manual is indeed helpful for projects to focus on selecting context and project relevant modules, staff training, reflection and implementation over material preparation which usually takes a very long time and resources.

Annex 2: Recommended SAA in FNS Programming Implementation Mechanism

Principle	Implementation Mechanism	Facilitation	Topics	Frequency	Remark
1. Staff Transformation	<ul style="list-style-type: none"> Staff re-education on each gender topic TOT on facilitation skills 	<ul style="list-style-type: none"> Gender Advisors Digitize the SAA Modules to supplement in-person facilitation (talking book/ videos) 	<ul style="list-style-type: none"> All the introductory modules under the "Gender" domain and selected modules per program/project priority and gender and power analysis results. 	<ul style="list-style-type: none"> Before Project Implementation (Re-education with communities step) at the community level for CARE and partner staff Periodic induction for new staff Refresher for CARE and Partner staff every year 	<ul style="list-style-type: none"> Staff members of CARE and Partners including frontline workers (CFs, DAs, HEWs, etc.

<p>2. The use of existing platforms (Groups) for gender & social norm transformation</p>	<ul style="list-style-type: none"> • SAA with VESA/VSLA groups • Development Groups (DGs) • Women Development Army Groups (WDAGs) • Mother to Mother Groups • Mixed Groups with special sessions for women and men only groups 	<ul style="list-style-type: none"> • CFs/ DAs/ HEW and Gender Champions • Digitize the SAA Modules to supplement in-person facilitation (talking book/ videos) 	<ul style="list-style-type: none"> • All the introductory modules under the "Gender" domain and selected modules per program/project priority and gender and power analysis results. 	<ul style="list-style-type: none"> • Weekly/biweekly • A break in between modules to discuss action taken on identified norms from previous dialogues over a particular module 	<ul style="list-style-type: none"> • The facilitator will need to capture actions taken per the action plan on each prioritized norm per module and no matter how much time it will require to see results, it is important to at least have a conversation on the action plan after few days of the dialogue before jumping to other topic/module. • It is also important to keep record of the small steps being taken towards prioritized norm before facilitating a dialogue on another topic/module. However, considering time limitations, it is important to move to the other modules after preliminary discussions on the action plan while keep monitoring the implementation of each plan over a particular norm.
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<p>3. Gender and social norm transformation beyond program/project target groups</p>	<ul style="list-style-type: none"> • SAA with Community members at the kebele level (with cluster of villages/zones within the kebele for manageable group for dialogue) including project/program participants 	<ul style="list-style-type: none"> • CFs/ DAs/ HEW and Gender Champions + Gender Experts • Digitize the SAA Modules to supplement in-person facilitation (talking book/ videos) 	<ul style="list-style-type: none"> • All the introductory modules under the "Gender" domain and selected modules per program/project priority and gender and power analysis results. • Prioritized norms for action plan by program/project participants 	<p>Quarterly</p>	<ul style="list-style-type: none"> • As communities at a kebele share things in common with our VESA/VSLA Groups/ Development Groups/ Women Development Army Groups groups/Mother to Mother Groups, it is relevant to seek gender and social norm transformation beyond targets to create an enabling environment for change to take place. Communities will be fertile grounds to help facilitate transformation if involved. It is highly likely that communities resist the transformation in trying to maintain the status quo through a "reward" or "punishment" mechanism if they are not involved and aware which is a challenge to the transformation we are inspiring in our targets. • Align topics per season and/ or follow the sequence of topics per social behavior change strategies
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4. Tap into the role of influential people	<ul style="list-style-type: none"> • SAA with any existing core group, task force, Ider, paralegal group etc at the kebele level 	<ul style="list-style-type: none"> • CFs/ DAs/ HEW and Gender Champions + Gender Experts • Digitize the SAA Modules to supplement in-person facilitation (talking book/ videos) 	<ul style="list-style-type: none"> • All the introductory modules under the "Gender" domain and selected modules per program/project priority and gender and power analysis results. • Prioritized norms for action plan by program/project participants 	Quarterly	<ul style="list-style-type: none"> • This requires identifying existing platforms beforehand. • It is highly recommended that existing community groups formed by formal and informal influential people are identified as part of the gender and power analysis • These people will also be involved during community dialogues but special sessions with them is required
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5. In strengthening Structures for Scale and Sustainability	<ul style="list-style-type: none"> Gender sensitization and capacity building workshops with officials at the woreda, zonal and regional levels 	<ul style="list-style-type: none"> Senior gender experts and program staff Digitize the SAA Modules to supplement in-person facilitation (talking book/ videos) 	<ul style="list-style-type: none"> TOT on SAA Gender Mainstreaming and Integration Gender Analysis Monitoring, Evaluation and Learning for gender transformation Experience sharing 	Annually	<ul style="list-style-type: none"> Based on the boundary partners mapping result from the Outcome Mapping exercise at the planning phase of a program/ project, identified boundary partners will be invited for regional annual workshop on gender
6. National level capacity building on gender	<ul style="list-style-type: none"> Gender Capacity Development of Social Movements, MoWCA, BoWCA, Office of WCA, Gender Directorates of Ministries for sectors including agriculture, health, environment, - nance, trade, 	<ul style="list-style-type: none"> Members of CARE Ethiopia Gender Core Group 	<ul style="list-style-type: none"> Genderrelated capacity building trainings Orientations on CARE's Gender Equality and Women's Voice Guidance Share gender resources Engage in policy and strategy dialogues 	<ul style="list-style-type: none"> Plan together with Stakeholders of respective Programs/ Projects Respond to requests of stakeholders 	<ul style="list-style-type: none"> This will be CARE Ethiopia's engagement with governmental and nongovernmental organizations/ movements to catalyze/ influence nationwide gender transformation.



CARE Ethiopia

Yeka Sub City, Woreda 07,
House Number 671, P.O.
Box 4710, Addis Ababa,
Ethiopia

Tel: +251 116 183 294
Fax: +251 116 18 32 95
facebook:

[https://facebook.com/
CARE.Ethiopia](https://facebook.com/CARE.Ethiopia)

www.carepathwaystoempowerment.org

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